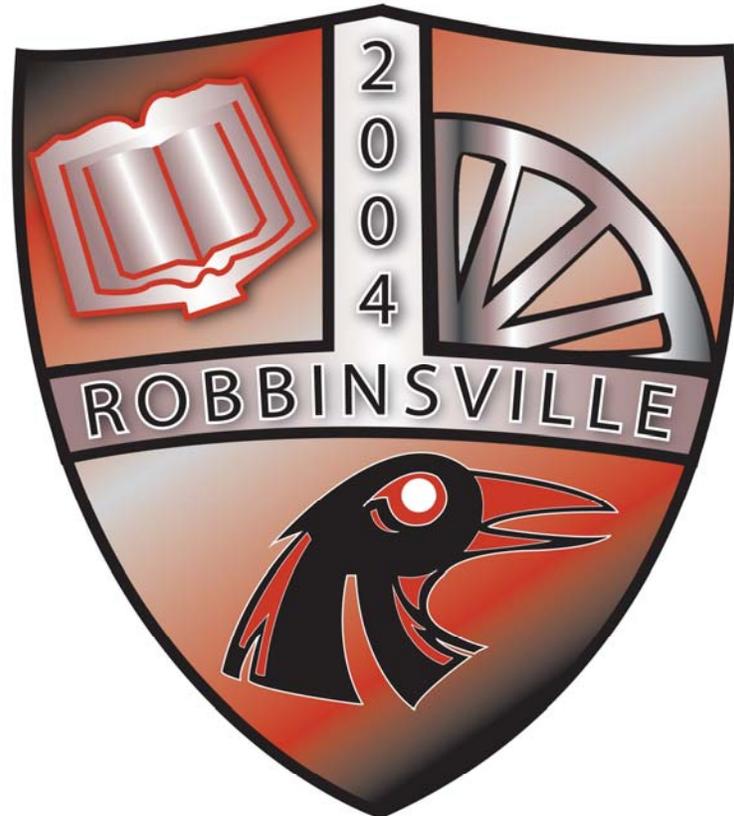


Robbinsville High School



Program of Studies 2016 - 2017

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MISSION STATEMENT

Robbinsville High School of Mercer County, New Jersey
is a community of diverse students, involved parents, and dedicated professionals devoted to life-long learning.

Our mission is to engage students in an academically challenging and technologically advanced learning environment that fosters the development of young adults as responsible, respectful, and innovative contributors to a global society.

“No person will be denied admission to any program or course of study in Robbinsville High School on the basis of race, color, age, creed, religion, sex, national origin, ancestry, handicap, social, or economic status.” Any student or parent having inquiries regarding the application of these rights should contact Robbinsville High School administration.

Section 504 of the Rehabilitation Act of 1973 is the nation’s first law to protect the civil rights of disabled people. Section 504 of the Rehabilitation Act of 1973 provides that “No otherwise qualified individual..shall solely by reason of his/her disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Introduction

The program of studies is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning for Robbinsville High School. It is a complete guide to the possible course offerings at RHS. Each department has described its specific course offerings, highlighting the chief components of each course.

Please understand that final decisions regarding the actual offering of any particular course for the 2016 – 2017 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at RHS provide students with many opportunities to meet their educational needs.

Please note the following when planning your program:

- a. Choose courses not teachers. Students and parents should not make the mistake of choosing or refusing a course based on their perception of a particular instructor.
- b. When planning course level placement, consider taking the most challenging course load that you can handle without creating an undue burden. It may be better for students to experience success in an appropriate placement than to experience extreme difficulty in an inappropriate placement.
- c. School counselors are resources to both students and adults in the development and monitoring of educational programs and are available for consultation. Additionally, school counselors conduct individual conferences to help students with educational planning.

Course Selection Timeline

EVENTS	DATE
Program of Studies Release Date	Dec 23, 2015
Course Requests/Waivers Due to Guidance <u>*Course requests will be entered by class and in order received</u>	Jan 7 th 2016
Counselors Meet with Current Students	Jan-April 2016
Lab Assistant, Research in Microbiology, Teen Pep, & Virtual Enterprise Applications Due	February 4 th 2016
8 th Grade Academic Night	March 16 th 2016
Counselors Meet with Incoming Freshman	March & April 2016
Last Minute Elective Request Changes Due	March 29 th 2016
Option II Forms for SLE Programs Due	June 1 st 2016
Option II Forms for Summer School/Recovery Due	June 22 nd 2016
2016 - 2017 Schedules posted to Parent Portal	August 24 th 2016
Schedule Changes Accepted	Aug 24 - Sept 13 th 2016
Second Semester Elective Change Deadline	1 st 2 weeks of 3 rd marking period

***Failure to follow the above submission deadlines may result in disappointment of your final schedule and when change is acceptable, options will be limited if at all possible.**

When you receive this Program of Studies, you are beginning the process that builds your course schedule for 2016 - 2017 school year. Keep in mind that while we try to honor all requests, upper-classmen have selection priority and elective requests are not guaranteed, so please make your elective choices wisely. It is imperative that you consult teachers, family and your counselor to determine if your course selections fit your 4-Year Plan and post high school aspirations.

- **Course Selection Forms can be obtained in the Guidance Office or on the RHS Website under "Guidance-Course Selection."**
- **Students who do not meet the grade requirement to move up a course level must complete the Course Assignment Waiver Form and turn it in with their Course Request Form on January 7th, 2016. Please see the Course Selection Guidelines for more information.**

Course Selection Guidelines

Communication: The Guidance Department communicates with students and their families from Naviance Family Connection about events, community service, newsletters, Course Selection and other information. Please make sure that your e-mail addresses are current to ensure you receive all materials. You can log onto Family Connection at: <http://connection.naviance.com/robbinsville>

Course Selection Process: Students will learn about the Course Selection process for 2016-2017 in their English classes in December 2015 and will receive Course Request Forms. **Course Request Forms are due back to Guidance on January 7th, 2016 and must be complete to be accepted!** Requests will be taken with upper-classmen having first priority. Before selections are finalized, counselors will meet with each student to go over their requests, 4 year plan and post high school aspirations. It is the student's responsibility to be familiar with courses offered, course requirements, as well as graduation and college entrance requirements. Please note that course offerings may or may not be offered due to enrollment numbers, teacher availability, Board of Education Approval and/or other restrictions.

Course Selection Changes:

In accordance to the above stated schedule change deadlines, a student can add/drop a course without penalty to their GPA and have no indication of course change on their transcript. Schedule changes will not be made for reasons of convenience, standards differing from student expectations, student desire to be with friends, teacher preference or because a course is not needed for graduation. Schedule changes will be made due to clerical error, recommendation by administration for disciplinary or instructional purposes or based on recommendation from Child Study Team. If changes are requested after the stated deadlines, students who withdraw from a course may receive a *Withdrawal Pass (WP)* or *Withdrawal Fail (WF)* on their transcript.

* Please note that when students apply to colleges, colleges will see these withdrawals on transcripts.

Prerequisites: Please make sure that all prerequisites are met before requesting a course. Prerequisites are listed in this Program of Studies according to department and course listing.

Honors/Advanced Placement Courses: Students who wish to enroll in an Honors or Advanced Placement course must meet the following criteria:

LEVEL	DESIRED LEVEL	FINAL GRADE REQUIRED
College Prep	Honors	A-
Honors	Honors	B-
Honors	Advanced Placement	A-
Advanced Placement	Advanced Placement	B-

If a student does not meet the required grade to request their desired course at the end of the 1st marking period in November 2015, they must fill out a Course Assignment Waiver Form and hand in with their Course Request Form to Guidance by January 7, 2016.

Honors and Advanced Placement (AP) courses are for students who are willing to apply themselves to rigorous expectations and should be fully committed to their request for the full year if waiving to enter the course as there is NO guarantee that students who wish to drop these courses will be able to. Students are responsible for getting summer assignments from the appropriate teachers prior to the last week of school. AP course curriculum corresponds to the AP tests that are offered by College Board during May 2016 and are usually taken by students in 11th and 12th grades. Classes require summer work. No student is allowed to take more than 3 AP courses in a given school year without a written letter to the principal and her approval. Students will

receive more information on AP testing throughout the school year in their respective AP classes. Students who choose not to take the AP exam will be required to take a final exam in that course.

Option II: Robbinsville High School students have multiple opportunities to enhance their education or choose a route that is aligned with their post-high school plans. These routes can be a vocational program, college course, course advancement, internship, independent study, cooperative education program, lab assistant, summer school to repeat a course, attendance recovery, alternative high school programs, or other structured learning experiences. Please see the Option II section for more information.

Late Arrival/Early Release: This option is only available to good-standing seniors who have 120 credits going into senior year. Students are responsible for their own transportation and are only allowed on campus 5 minutes prior to first block (late arrival) and 5 minutes after last block (early release). Students can not choose both options on the same day, nor can they have either option with a Study Hall.

Study Hall: This option is available to all students and requires a parent signature on the Course Request Form. Please remember that Study Hall is a non-credited course and cannot be requested along with Late Arrival/Early Release if students are seniors.

Testing:

For the classes of 2016, 2017 and 2018, students will be required to successfully complete the **Partnership for Assessment of Readiness for College and Career (PARCC)** Language Arts Assessment in grades 9, 10 or 11 and Mathematics in Algebra I, Geometry or Algebra II. More information regarding PARCC may be found at <http://www.parcconline.org>. Guidance about graduation requirements beyond the class of 2018 will be forthcoming from the state.

The Department of Education also released additional substitute assessments that could be utilized. For the classes of 2016, 2017, and 2018 students can also demonstrate proficiency in both ELA and Mathematics by meeting **ONE** of the criteria in each column below:

ENGLISH LANGUAGE ARTS	MATHEMATICS
Passing score on a PARCC ELA Grade 9, 10 or 11 or	Passing score on a PARCC Algebra I or Geometry or Algebra II or
SAT > = 400 or	SAT > = 400 or
ACT > = 16 or	ACT > = 16 or
PSAT > = 40 or	PSAT > = 40
Accuplacer Write Placer > = 6 or	Accuplacer Elementary Algebra > = 76 or
ACT Aspire > = 422 or	ACT Aspire > = 422 or
ASVAB-AFQT > = 31	ASVAB-AFQT > = 31

All RHS students enrolled in a course designed to complete the content of Biology are required to take the New Jersey Biology Competency Test (NJBCT).

Standardized College Admission Testing: Standardized testing is required for students who want to pursue post-secondary education. College Board and ACT offer national testing programs from September to June each year including tests such as the SAT, SAT Subject Tests and ACT (Please visit collegeboard.org or actstudent.org). Robbinsville High School administers Advanced Placement (AP) Testing in May and the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in October each year to students who register for those exams.

*If a student requires testing accommodations, as stated in their IEP or 504 Plan, it is the students' along with their parent/guardian's responsibility to contact their counselor to complete the Request for Accommodations Form 8 weeks prior to the test date and supply necessary documentation.

4-Year Planning: (This chart is an example sequence of a college preparatory student)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I	English 2	English 3	English 4
U.S. History I	U.S. History 2	World History	Social Studies Elective
Algebra 1/Geometry	Geometry/Algebra 2	Algebra 2/Pre-Calculus	Algebra III/ Pre-Calculus/Calculus
Physics	Chemistry	Biology	Science Elective
Health/PE I	Health/PE II	Health/PE III	Health/PE IV
World Language	World Language	World Language	World Language
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Underclassmen Students will be scheduled for 40 credits a year			

**Students can download their own 4-Year Planner from the RHS Guidance Website
Graduation Requirements**

REQUIRED COURSES: (See High School Graduation Policy 5460 in Student Handbook)

SUBJECT	YEARS REQUIRED	COLLEGE PLANNING
English	4 years	Colleges want to see a strong academic record that reflects development and challenge throughout <u>all 4 years</u> of high school
Math (Algebra & Geometry)	3 years	
Science (Physics, Chemistry, Biology)	3 years	
Social Studies	3 years	
World Language	2 years of consecutively	
Health/PE	4 years	
Visual/Performing Arts	1 Year (5 credits)	
21 st Century Skills/Career	1 Year (5 credits)	
Technology	2.5 credits	
Financial Literacy course	2.5 credits (Starting with class of 2014)	
Students need 140 credits to graduate from Robbinsville High School		

OTHER REQUIREMENTS:

Partnership for Assessment of Readiness for College and Career (PARCC)	For the classes of 2016, 2017 and 2018, students will be required to successfully complete the Partnership for Assessment of Readiness for College and Career (PARCC) Language Arts Assessment in grades 9, 10 or 11 and Mathematics in Algebra I, Geometry or Algebra II. More information regarding PARCC may be found at http://www.parcconline.org . Guidance about graduation requirements beyond the class of 2018 will be forthcoming from the state.
NJ Biology Competency Test	All RHS students enrolled in a course designed to complete the content of Biology are required to take the New Jersey Biology Competency Test (NJBCT).
Community Service	All Robbinsville students are required to complete 30 hours of service.
Attendance	Students must meet the requirements outlined in the district attendance policy.

CREDIT REQUIREMENTS TO ADVANCE GRADE LEVELS

Promotion to Grade 9	completion of grade 8
Promotion to Grade 10	35 credits complete
Promotion to Grade 11	70 credits complete
Promotion to Grade 12	105 credits complete
Graduation	140 credits & completed community service

ELECTIVE REQUIREMENT SELECTIONS:

Visual/Performing Arts	21st Century Skills/Career	Technology	Financial Literacy
-Any course from the Art or Music & Performing Arts Department or any other class with the word "Design" in the title	-Any course from the Business, Family & Consumer Science and/or Technology Department	-Any course from the Technology Department	-*Personal Finance *Starting with Class of 2014

COMMUNITY SERVICE REQUIREMENT:

Students are required to complete 30 hours of community service by graduation. These hours must be based on volunteer work and be approved by Guidance, who will keep record. The purpose of the Robbinsville High School's community service requirement is to prepare students to deal with the complexities of today's world by actively participating in their communities.

What is Community Service?

Community based service learning is service without pay to a non-profit organization, the RHS community, individual or group in need of assistance. The service must be for the benefit of others in the RHS/Robbinsville community.

What is the value of Community Service?

- Acquire life skills
- Understand their responsibilities as citizens in the community
- Improve self-esteem
- Accept new challenges in leadership and responsibility
- Apply classroom learning to "real life" experiences
- Obtain higher level thinking skills
- Explore different career paths
- Gain the positive experience of helping others

Community based service learning projects shall be performed outside the school day and shall not earn the students any academic credit or co-curricular remuneration, credit in any other organization or monetary incentives.

To qualify for approval, a project must meet the following criteria:

- Contribute to the completion of tasks which will benefit the community, individuals in need and/or groups within the community.
- Not be for a political party.
- Provide students with an educational learning experience.
- Not involve direct solicitation of funds for non-profit agencies nor generate profits for a private company. Students may not handle monetary transactions or collect pledges.
- Not cause a reduction in the number of employees in the participating organization.
- Not place students in any situation that would be inappropriate for their age, background, level of maturity or put students at risk in any way.

Hours submitted that do not meet these guidelines will not be accepted

***Students can find opportunities and our Community Service Form on the RHS Website under "Guidance > Community Service" for year-round opportunities and a calendar of current monthly opportunities. Opportunities will also be e-mailed through Family Connection.**

***Freshman can begin collecting hours on their first day of high school.**

***Prior approval of Community Service is required. Students can obtain the Community Service Form from the website or the Guidance Office.**

Option II

All options below require students to complete and return Option II Forms and related documents to Guidance.

Lab Assistant

Rising juniors and seniors interested in a science lab assistantship need to complete the lab assistant application from the science department and interview with the science teachers. The application can be found in the guidance department. All applications must be **submitted by February 4, 2016** to Mrs. Correia in room D101 for consideration. Lab assistantships will be graded on a pass/fail basis.

Independent Study

The purpose of the Independent Study option is to allow rising senior students in good standing to either advance in a particular subject area or in response to a Course Selection conflict that cannot be resolved. Students must complete both the Independent Study Application along with the Option II Form for review and will be notified by their counselor of approval.

Structured Learning Experiences

The Structured Learning Experience (SLE) Program is designed to offer students an opportunity to develop and grow academically, economically, and socially in order to prepare for real world experience through on-the-job training. Students may opt for a semester (2.5 credits) or full year experience (5 credits). Approved participation in any of the Option II activities below implies pupil and/or parent/guardian responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the school:

Internship:

The purpose of the Internship option is to allow good-standing junior and senior students the opportunity to have hands-on, unpaid experience in a particular subject area. Students are responsible to find their internship and must complete both the Option II Form and the NJ Model Employer/Agency Agreement For Unpaid School-Sponsored SLE Form for review and will be notified by their counselor of approval. Students will be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval.

Co-Op Education:

The purpose of the Cooperative Education Program is to allow a maximum of 12 good-standing senior students the opportunity to have hands-on experience at a job site. Applications will be reviewed on a first come, first serve basis. Students are responsible for searching and maintaining their employment throughout the Co-Op experience and complete both Option II Form and the NJ Model Employer Agreement For Cooperative Education Experiences, Non-Hazardous Occupations Form and will be notified by their counselor of approval. Students will be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval.

Advancing a Course Level

A student may advance a course level in a given sequence (of courses) by enrolling in a course from an accredited institution with a minimum of 120 hours. Please attach a full course description of the course to be taken from an accredited institution to the Option II Form and submit by June 23rd. After Guidance notifies you of course approval, please schedule to take the corresponding RHS final exam with Mrs. Lubbers, Guidance Secretary at 609-632-0950 x3029. A student who desires to advance must receive a grade of a minimum 83% on the RHS final exam and complete a Course Assignment Waiver Form for principal review.

Guidance must receive an official transcript from the accredited institution where the course was taken. Once the official transcript is received and if the corresponding RHS final exam is passed, the summer course will be recorded on the student's transcript, but will not be reflected in their GPA. The student will be advanced into the next appropriate course level for the particular subject.

Summer School

A student who receives a final grade below 60 (F) in a course taken during the regular school year or loss of credit for a course due to attendance may opt to:

- Repeat the course during a future regular school year
- Enroll in a summer school program approved by the principal
 - For a failed course, the student must take 60 hours of summer school
 - For attendance recovery, the student must take 30 hours of summer school

Guidance will notify you of course approval prior to the student starting the course. The grade received during the summer will be recorded along with the previous failing grade on the student's transcript, however only courses taken at RHS will be computed towards a student's grade point average. *Any course taken outside of RHS will be noted on the transcript with the final grade however it will not be reflected in the GPA.

*Exception: Students that transfer into the district with a year or more courses from another high school. Those courses will be computed towards a student's grade point average.

College Course Work for High School Credit

Students may choose to pursue college courses and receive both college and high school credit. College level course work must meet the following stipulations and be approved by the principal:

- Course request for college courses must be entered on our Option II Form and be reviewed and approved prior to beginning the course.
- The college course taken must be the same college course offered to regularly admitted college students and must be taught by college faculty with academic rank or adjunct faculty with a minimum of a master's degree.
- Students are responsible for any and all expenses related to this endeavor.
- College distance learning courses may be taken only if pre-approved as outlined above. The course must be from an accredited institution. The accreditation must be from the Council for Higher Education Accreditation (CHEA) participating organization and be recognized by the United States Department of Education as a national, regionalized, specialized, and/or professional accrediting organization.
- RHS must receive an official transcript from the college clearly showing the completion of the course.
- High school credits and grade may be awarded based on the official transcript received from the college, or by the number of instructional hours per week, or by the certification by the principal under 6A:8-5.1(a).ii, and posted on the permanent school record.

Examples of programs of college course work for credit includes, but is not limited to, the Mercer County Jump Start Program, Dual Enrollment Program at Mercer County Community College & the High School Program at Princeton University (Refer to page 55 for more information).

Alternative Routes to a High School Diploma

- **Traditional Route:** Earn 140 credits at RHS in 4 years.
- **Traditional Route-Early Graduation:** Fulfill traditional graduation requirements in 3 years. Requests for early graduation will be made on an individual basis. Students applying for early graduation must present specific vocational or educational goals which will be pursued after graduation to their school counselor. To graduate at the end of junior year, an early graduation application must be completed and submitted to the student's school counselor prior to June 30th of the student's sophomore year. In addition, students who graduate early are NOT permitted to participate in activities or athletics after the close of the semester in which they graduate; however they can participate in the school's prom and graduation ceremony. Parents should check with their insurance providers to see how early graduation might affect health and auto insurance.
- **Traditional Route-Early Departure:** Withdraw from high school early if accepted into college without high school diploma. Students could then apply college credit back in order to fulfill the traditional requirement. Diploma would be awarded after official transcripts from the college are received and verified.
- **30 College Credits Option:** In order for a student to qualify for a state-endorsed high school diploma through this route, all of the following requirements (N.J.A.C. 6:30-1.3) must be met:
 - *Transcript:* An official transcript, including at least 30 general education credits leading to a degree at an accredited institution of higher education including a minimum of 15 credits with at least 3 credits in each of the 5 general education categories: communications, mathematics, science, social science, and humanities. Remedial courses will not satisfy these requirements.
 - *Application Form:* An application can be obtained by writing to the NJ State Department of Education, Office of Vocational-Technical, Career and Adult Programs, Bureau of Adult Education & Family Literacy, P.O. Box 500, Trenton, NJ 08625-0500.
 - *Age Verification & Withdrawal from School:* Documentation of age and withdrawal from school must be presented by individuals who are 16 and 17.

All of the above must be submitted to Guidance with a check or money order for \$5 made payable to the Commissioner of Education.

- **Adult High School:** To qualify for a local district diploma, a student may elect to attend and graduate from an adult high school, which offer supervised instruction in the evening and allow adults to complete the requirements for a diploma. Students must also pass state wide assessments. Adult Accredited High School in Hamilton:
<http://www.hamilton.k12.nj.us/departments.cfm?subpage=41825>
- **General Education Development Diploma (GED):** To qualify for a GED, the student must withdraw and obtain a passing score on the General Educational Development test if 16 or older and no longer enrolled in school (N.J.A.C. 6:30-1.3(a) 1). Mercer County Community College GED Program: http://www.mccc.edu/programs_ged.shtml

All Option II Forms and other appropriate forms must be completed to request one of the programs listed above and are due on the dates above. It is the student's responsibility to maintain academic standing in their approved Option II Program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and in the event that a student withdraws from a program, RHS cannot guarantee placement into an equivalent course. RHS reserves the right to determine the number of credits to be awarded.

When considering approval of an Option II Program, RHS considers the following points:

- Does the content of the course/program directly relate to the Core Curriculum Content Standards? The CCCS may be found at the NJ Department of Education website at www.state.nj.us/education.
- Is the program taught/organized by a qualified professional/person?
- What are the goals, objectives, activities, and assessment methods of the program?
- What is the total number of hours associated with the program?
- Are there any issues involving student safety?

The student is responsible for the following requirements which should be considered when applying to an Option II Program:

- Completing documentation and providing all requested information in the stated time frame.
- Any tuition or other costs related to the program, including transportation requirements.
- Maintaining attendance and academic records for the approved Option II program.
- Providing RHS with all requested information including, but not limited to, academic progress, course syllabus, final grade report, instructor credentials, assessment methods, and proof of attendance.
- Please note that any final grade report that needs to be considered for graduation purposes must be received by RHS no later than the last day of the school year.

Course Completion/Course Withdrawals

The expectation is that the course will be completed during the time specified. However, if a student is unable to complete the Option II learning experience for valid reasons, the Principal along with members of the review committee will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternate experience.

If a student quits or is unable to complete the learning experience for insufficient reason (lack of effort, failure to follow through, indecision, etc.) the principal may request that the student's transcript be adjusted to reflect the experience as a withdraw failure.

Mercer County Technical School

MCTS gives students the knowledge and skills necessary for career success in partnership with educational, business, health care, industrial, cultural and labor communities. Juniors and Seniors can attend classes at MCTS while simultaneously experiencing in depth course work at RHS. Course descriptions and application can be found online at www.mcts.edu:

Assunpink Center: (West Windsor, NJ):

- o Health Occupations (1 year)
- o Heating, Ventilation, Air Conditioning and Refrigeration Technology
- o Carpentry
- o Electrical Construction
- o Cosmetology
- o Diesel Technology
- o Architectural/Engineering Design

Sypek Center (Lawrence, NJ):

- o Cosmetology
- o Culinary Arts
- o Criminalistics & Criminal Science
- o Automotive Collision Technology
- o Automotive Technology
- o Graphic Arts Technology

Employment Orientation Programs at Sypek (must be referred by Child Study Team):

- o Automotive Technology Fundamentals
- o Building Maintenance Trades
- o Landscape Maintenance and Design
- o Culinary Arts
- o Health and Child Care Services
- o Baking and Dining Services
- o Business Office Applications & Technology

Career Prep (at Mercer County Community College, West Windsor, NJ):

These courses are offered during the afternoon session from 11:45-2:30 and are for 12th grade students who have good attendance and at least a 3.0 GPA. Please visit

<http://www.mcts.edu/programs/career-prep-performing-arts> for more information:

- o Business Administration
- o Information Technology
- o Exercise Science
- o Criminal Justice
- o Hospitality Management
- o Landscape Design & Horticulture
- o Fire Science Technology/EMT
- o Professional Cooking
- o Radio & Television Production
- o Dance
- o Theatre

The Health Science Academy (Assunpink Center):

This is a full time, 4-year high school program for self-motivated students who are interested in health and medical sciences. Please visit <http://www.mcts.edu/programs/hsa>. Students are accepted prior to entering 9th grade.

College/Career Preparation

Naviance Family Connection

All students in RHS and their parents/guardians have an account with Naviance Family Connection, the program we use to communicate with families and help students with college/career planning. You can log onto Family Connection at: <http://connection.naviance.com/robbinsville>. We recommend that students follow the suggested timeline for Family Connection:

- **Freshman-9TH Grade:** Start building a resume in the ABOUT ME tab and continue to build it throughout your high school career
- **Sophomore-10th Grade:** Take the “personality,” “cluster finder,” and “career interest profiler” in the CAREERS tab
- **Junior-11th Grade:**
 - Explore careers (wages by state, videos, skills needed) and add interested careers to favorites, then see what colleges offer complimenting majors under the CAREER tab
 - Under the COLLEGES tab, explore schools and other data in “college research” as well as sign up to visit with college representatives at RHS and start adding prospective schools in “my colleges”
 - Visit schools, keep a journal of what you liked and didn’t like as well as upload reference documents in the ABOUT ME tab
 - Complete Brag sheets by June 1st
- **Senior-12th Grade:**
 - Update prospective schools and schools you are applying to for live application dates
 - Check the status of your transcript packets as Guidance sends them to schools
 - Update the status of acceptance for your schools
 - Complete Graduation survey

Full Time Employment

Students who plan to enter the job market as full time employees following graduation need to research the skills required for entry-level positions and have realistic expectations of salary, benefits and the opportunity for advancement. It is critical to take courses that prepare students accordingly for their proposed path to employment and it is just as important to have a strong background in core subjects as well as appropriate vocational training that may be obtained throughout Option II Program.

Vocational/Technical Training

Students considering to enroll in trade, vocational, technical and business related schools or to work full time while they are enrolled in training should meet with their counselor to explore local opportunities for apprentice programs, college courses/programs, community college education and other vocational/technical training opportunities.

Military

Students interested in joining the military should seek information from local appropriate branch offices, discuss options with their counselors and meet with recruiters who visit RHS annually. Taking the ASVAB aptitude test is an integral part of consideration of opportunities within the military.

Community College

Students who find their plans to attend college are better filled at a community college can typically graduate with a specialized certificate, an Associate's degree, or an introductory experience to a 4-year college experience. Careful selection of and success in courses at a community college allow students to transfer courses upon acceptance at a 4-year institution, working towards a Bachelor's degree. A good resource for students who are thinking about transferring courses from a community college to a 4-year college is <http://www.njtransfer.org/>. Mercer County Community College does have articulation agreements with 4-year NJ colleges so that students may transfer easily. Generally, community colleges do not require SAT/ACT scores for admission, but may require an entrance or basic skills exam for proper course placement.

Four Year College

Students planning to apply to 4-year colleges will want to develop the strongest possible academic record. Admission to college is based on an overall picture of the applicant obtained from the following information to keep in mind:

- Scholastic record (rigor of courses, final grades, grade point average, number of core academic units)
- Test results on ACT, SAT/SAT II (Subject tests)
- Recommendations from counselors, teachers and mentors
- The quality, not quantity of participation in extra-curricular activities, community service and leadership roles
- Personal interviews
- Content and presentation of written application, including supplements

Activity and Interscholastic Athletic Eligibility

Robbinsville High School student-athletes, as well as students participating in other activities, are subject to a number of eligibility rules and regulations maintained by the New Jersey State Interscholastic Athletic Association and/or the local school district. It shall be the responsibility of coaches and advisors to encourage students to perform academically in their classes as well as in the extracurricular activities. The Athletic Director and Counselor shall be responsible for monitoring student eligibility in all interscholastic athletics. Listed below are common regulations dealing with academic standards, of which students should be aware.

1. All freshmen are automatically eligible for fall season only.

2. To be eligible for athletic competition and/or activities during the fall and winter season of the 2016 - 2017 school year, students in grades 10-12 must have passed a minimum of 35 credits during the 2015 - 2016 school year (including credits earned in summer school). Therefore, if a student fails 2 or more classes they will be ineligible for the fall season. If the same student is passing all courses in the first semester they will be eligible for the spring season. **Students must be in good academic standing throughout each season or could be placed on academic probation as determined by administration).*

3. To be eligible for athletic competition and/or activities during the spring season of the 2016-2017 school year, students in grades 9-12 must have passing grades and 17.5 credits at the end of the first semester (first and second marking periods). Therefore, a student who fails 2 or more classes is ineligible for the season. To determine this eligibility, full year courses (5 credits) will be prorated equaling 2.5 credits. A grade of WP or WF and/or no credit status may affect eligibility.

4. Students who graduate early are not eligible to participate in athletics or activities. A student is ineligible if he/she reaches the age of 19 prior to Sept. 1st of the school year.

5. All Athletic Forms (Parent Permission, Physical Examination/Updated Health History, Student Code of Conduct, Consent for Emergency Treatment form, NJSIAA Steroid Testing Policy Consent form) **must** be completed by the stated deadline.

Students who are planning on participating in collegiate athletics should visit <http://eligibilitycenter.org> for more information on NCAA eligibility and requirements.

Academic Grading

Grading

A+ 97-100	A 93 –97	A- 90 – 92
B+ 87 – 89	B 83 – 86	B- 80 – 82
C+ 77 – 79	C 73 – 76	C- 70 – 72
D+ 67 – 69	D 63 – 66	D- 60 – 62
F Below 60		

*Only the final grade for each course appears on the student’s transcript.

Codes that may appear on report cards:

WP	Withdraw Passing
WF	Withdraw Failing
NC	No Credit
I	Incomplete
EX	Exempt
F	Failing
P	Passing

Academic Progress Communication

If parents/guardians have questions concerning academic progress they should review grades and attendance on the district’s current student information system (currently Genesis Parent Portal at <https://parents.robbinville.k12.nj.us/genesis/parents?gohome=true>) and contact the classroom teacher via e-mail or phone.

Grade Point Average

A student’s Grade Point Average (GPA) is calculated by multiplying the number of credits per course multiplied by the weight of the course, multiplied by the grade achieved in the course. The totals for each course are added and then divided by the number of credits taken to compute a student’s GPA.

	College Prep x 1.0	Honors x 1.2	AP x 1.25
A 4.0000	4.000	4.800	5
A- 3.6670	3.667	4.400	4.584
B+ 3.3330	3.333	4.000	4.166
B 3.0000	3.000	3.600	3.750
B- 2.6670	2.667	3.200	3.334
C+ 2.3330	2.333	2.800	2.916
C 2.0000	2.000	2.400	2.500
C- 1.6670	1.667	2.000	2.084
D+ 1.3330	1.333	1.600	1.666
D 1.0000	1.000	1.200	1.250
D- 0.6670	0.667	0.800	0.834
F 0.0000	0.000	0.000	0.000

Honor Roll*

Principal’s Honor Roll Eligibility: Students who earn Principal’s Honor Roll, means that the student did not receive any final grades below an “A” and will earn a Red Academic Award Letter.

Honor Roll Eligibility: Students who earn Honor Roll, means that the student did not receive any final grades below a “B” and will earn a Black Academic Award Letter.

Final Exams for Full Year and Semester Courses

Examinations will be given in all courses. These examinations will be taken at the end of each course.

In a full year course, each marking period is weighted 22.5% and the final exam is 10% of the final course grade. In a semester course, each marking period is weighted 45% and the exam is 10% of the final course grade.

Final exam exemptions will be available to seniors each semester. To qualify for exemptions students must achieve a 90% course average for the semester/full year; complete an application to request each exemption in the Guidance Office to be returned to each teacher of the classes they wish to be exempt from the final 1 week prior to the final exam date. All exemptions are at the discretion of the teacher. If the student desires to take the exam, the exam will count towards their final grade. If a student is exempt from an exam, they do not have to attend school the day of the exam. However, if they are in an AP course, they will have class.

Class Rank

We believe that class rank unnecessarily increases competition and that student level of achievement would not be equitably or fully communicated by this single statistic. Class rank will be used to determine the class valedictorian (student with the highest overall GPA) and can be reported on scholarship applications if necessary upon request.

Elective Graduation Requirements

The following are courses that meet the visual and performing arts requirement:

Art Fundamentals	RHS Concert Choir	Concert Band
Advanced Art Fundamentals	Select Chorus	Instrumental Percussion
Drawing I, II	Music in Society	Jazz Ensemble
Painting I, II	Music Theory I, II	Recording Lab
Sculpting	AP Music Theory	Vocal Technique
AP Art History	Theater I, II, III	Theater Design
Portfolio Development	Musical Theater	Theater for Young Audiences
Digital Design I, II	Intro. Engineering Design	Intro. to the Choral Arts
Web Design I, II	Principles of Engineering Design	Computer Animation
Homes, Architecture & Interior Design	CIM Honors	Digital Fabrication

The following are courses that meet the technology requirement:

Recording Lab	Digital Design I, II	Intro. Engineering Design
Computer Animation	Web Design I, II	Princ. of Engineering Design
Multimedia	Digital Fabrication	Digital Electronics
Robotics Engineering I, II	CIM Honors	Intro. Computer Science I, II
AP Computer Science		

The following are courses that meet the 21st century skills requirement:

Digital Design I, II	AP Computer Science	Intro. Engineering Design
Computer Animation	Web Design I, II	Princ. of Engineering Design
Multimedia	Digital Fabrication	Digital Electronics
Robotics Engineering I, II	CIM Honors	Computer Science I, II
Intro. to Business	Accounting	Business Law
Marketing	Advertising	Virtual Enterprise
Career Exploration	Clothing: Fashion & Fabrics	Culinary Arts
Structured Learning Experience	Childhood Devel. I, II	Baking
Nutrition	Life 101	Clothing: Fashion & Fabrics
Homes Architecture & Interior Design	Journalism	Sports Journalism
Creative Writing I & II	Forensic Science	Research in Microbiology
Public Speaking		

The following course meets the financial literacy requirement:

Personal Finance

COURSE DESCRIPTIONS

ART DEPARTMENT

The Arts are important to each person's overall education. Participation in the Arts encourages students to open avenues of creativity and critical thinking.

Art Fundamentals

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course has been designed to introduce students to the basic art concepts, skills, techniques and materials. In addition to basic art history, projects assigned over the semester will provide an opportunity for creative expression and decision making suitable for students of all ability levels. Art Fundamentals provides a foundational experience using a wide range of materials and is the prerequisite course for all other art electives.

Advanced Fundamentals

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Art Fundamentals

Students who wish to delve deeper into the concepts that were introduced in Art Fundamentals may choose this class, which will continue to introduce and combine skills in the creation of two dimensional and three dimensional pieces. Students will explore the concept of creating a series of works developed around a central theme that spans the semester. Using color, shape and texture, students will create a unified vision that focuses on the manipulation of various materials.

Drawing I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Art Fundamentals

Drawing I is an essential course for any student wishing to develop their creative talents. With an emphasis on skills, in this course students will explore the technical aspects of two dimensional drawing. Different approaches to drawing techniques such as contour and gesture drawing will be introduced and drawing from observation will be emphasized. Psychological and developmental perspectives will be explored to stimulate creative thinking and to create cross-curricular ties.

Drawing II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Drawing I

Students choosing Drawing II will continue to explore various forms of drawing media and their use in creative problem solving, through both active experimentation and the study of methods used by established artists. This course will also emphasize proportion, scale, perspective and figure drawing with a higher level of technical proficiency shown in completed work.

Painting I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Art Fundamentals

This course is designed for students who want to explore visual expression through paint. Students will work with a variety of paints and surfaces to become familiar with the expressive qualities of paint and brush. Skills in color theory and paint mixing will be developed and proper care and use of brushes will be expected. The knowledge gained in Painting 1 will enhance the student's range of successful visual expression.

Painting II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Painting I

This course will continue to apply the skills learned in Painting I. In addition, the students will learn to prepare canvas and other work surfaces that they will use for projects. Students will also study the styles of historical masters and become familiar with some periods of art history that had particular influence on the world of painting.

Sculpting I

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): *Drawing I or Painting I*

This course will explore the use of space. Students will explore the relationship between objects and their environment. Students will be expected to safely use a variety of tools and materials to produce work that is meant to be viewed from all directions.

Sculpting II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): *Sculpting I*

Continued use of sculpting principles introduced in Sculpting I. Students will be responsible for more independent work. This course also includes research of historical influences on sculpturing as an art form.

Portfolio Development

Grade: 11-12 2.5 Credits Semester

Prerequisite(s): *Art Fundamentals, Drawing I, Painting I & 1 Additional Art Elective*

Designed for the student considering advanced studies in art, Portfolio Development provides a studio atmosphere for the creation of a complete body of work (12-15 pieces) suitable for review by college evaluators. Over the course of the semester, the student and instructor will work together to decide on a well rounded representation of the student's abilities using a variety of media and subjects. It is recommended that this class be taken in the spring of Junior year.

Advanced Placement Art History

Grade: 11-12 5 Credits Year

Prerequisite(s): *Art Fundamentals*

A rigorous study, AP Art History is an academically stimulating and challenging course examining the purpose and design characteristics of art and architecture from pre-history to modern times. Students will study and analyze many works of art, and apply their knowledge through both written and spoken assessments, in preparation for taking the AP examination. A high level of reading comprehension and concise, analytical writing will be expected.

BUSINESS EDUCATION DEPARTMENT

The Business Education Department offers a variety of programs that provide students with the opportunity to receive the greatest depth of knowledge in each area of business possible at the high school level. With a vocational orientation in all course offerings, students should develop entry-level job skills. At the same time, course offerings prepare college-bound students to pursue future business courses at the post secondary level. The program of studies will contribute to the overall growth and development of each student in the areas of goal definition, work ethics, and social interactions.

Introduction to Business

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

In this introductory course, students will develop an understanding of how business affects everyone's personal life. Students will learn about the economic system and its role in business, how private enterprise works, how businesses are organized and the role government plays in business. Students will research a company's history, products, competitors, financial information and perform a SWOT analysis. They will also gain a better understanding of current events in business and relate them to class topics.

Business Law

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Introduction to Business

Business Law is designed to provide students with a basic understanding of the legal system in the United States, with a focus on areas of law relating to business. Topics covered in this course include sources of law, the structure of our legal system, criminal law, tort law, contract law, negotiations, corporate law and product liability. This course will help students become aware of their consumer rights and responsibilities under the law, functioning as responsible citizens in their personal and professional lives.

Accounting I

Grade: 10-12 5 Credits Year

Prerequisite(s): 1 Business Education class

This course teaches students how to apply the internationally recognized Generally Accepted Accounting Principles (GAAP) while preparing financial statements, payroll records, and tax forms. Specific topics include receivables, inventories, long-term assets, current liabilities, and closing entries. Large and small business models will be used to provide learning experiences. This course is

particularly recommended for students interested in a business career.

Marketing

Grade: 10-12 5 Credits Year

Prerequisite(s): Introduction to Business

Marketing is designed to provide students with an understanding of the principles and concepts of marketing, as well as promotional strategies for marketing products, the selling process in sales environments, and customer service relations. They will demonstrate competency describing the relationship between profit and customer service, developing and presenting a promotional plan, applying marketing knowledge to a variety of business situations and by identifying customer buying behaviors. In the final marking period of the course, students will apply their marketing knowledge to the world of million dollar athletes and entertainers, as well as community sports programs. Students will focus on the principles of marketing necessary to build sponsorships, develop effective promotional campaigns and create fan enthusiasm.

Advertising

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Introduction to Business

Advertising is a course that is designed to teach students how to prepare and execute creative strategies by preparing ads for various types of media. Students will design ads and write copy. By the end of the semester, students will have completed numerous ads and one complete advertising campaign. In addition, students will complete several individual assignments to build their advertising portfolio.

Personal Finance*

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

This course provides students with the knowledge to succeed personally and financially after high school. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. Personal Finance enhances the student's self-awareness in the development of attitudes, values, and skills permitting these to become a contributing member of our society. This course gives the student an understanding of our economic system in relationship to himself/herself as a consumer. *Required for graduation starting with class of 2014.

Virtual Enterprise/Entrepreneurship

Grade: 11-12 5 Credits Year

Prerequisite(s): 5 credits from Business courses, Application and Interview

With an emphasis on college and career readiness, VE is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology. Under the guidance of a teacher-facilitator and business mentors, students create and manage their virtual businesses from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. VE firms offer diverse products and services. Students select to work in different departments of their businesses, typically administration, accounting/finance, sales, marketing, human resources and IT. The class selects a CEO and managers who oversee each department. Working in teams to make decisions about how to complete their departmental tasks in support of company goals and objectives, students learn from both their successes and mistakes. Through all of these activities, VE students learn

professionalism, business acumen, corporate knowledge, presentation skills, and teamwork. Through their business and trade across industries, borders, and cultures, students develop hands-on knowledge of the expectations of both the workplace and the global economy. All applications must be **submitted to Mr. Fahey by February 4, 2016** for consideration.

Career Exploration

Grade: 9-12 2.5 Credit Semester

Prerequisite(s): None

This course will include a multitude of concentrations by exploring careers available to students today and in the future, Microsoft Office programs utilized in all career industries, and the role students play in the U.S. market economy. The Career Exploration Units will involve taking personality surveys to match interests with possible career choices, investigating colleges that offer specific majors of interest, career research, and the debate regarding money versus happiness. The course also entails a high-level overview of the U.S. and its role in the economy, the flow of money and goods within the economy, issues of scarcity and opportunity cost, supply and demand interaction, consumer choice, and the elasticity of demand. Finally, students will explore standard skills of Microsoft office that can be applied to almost any profession available to them upon graduation from either secondary or post-secondary schools.

Structured Learning Experiences and Co-op Education

Grade: 11-12 Credits Vary Semester or Year

Prerequisite(s): Approval

The Structured Learning Experience (SLE) Program is designed to offer students an opportunity to develop and grow academically, economically, and socially in order to prepare for real world experience through hands-on experience and on-the-job training. Students may opt for a semester (2.5 credits) or full year experience (5 credits). Approved participation in any of the Option II activities below implies pupil and/or parent/guardian responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the school. Students are responsible for finding and maintaining their internship/work experience and must complete the

Option II Form and the NJ Model Employer/Agency Agreement For School-Sponsored SLE Form or the NJ Model Employer Agreement For Cooperative Education Experiences, Non-Hazardous Occupations Form. Students will

be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval.

ENGLISH/LANGUAGE ARTS DEPARTMENT

The English curriculum centers on the development of literacy, thinking and analytical skills; language proficiency and communication through reading, writing, listening, speaking and viewing. Incorporating technology, the curriculum provides a variety of experiences in the study of multi-cultural, historical, biographical, classical and contemporary literature, considering the works of authors in the Western tradition and from around the world. Students study of literary genres, movements, trends and schools of literary thought. The curriculum provides the impetus for research and the acquisition of skills on all levels in the language arts and related disciplines. Students are encouraged to think creativity via writing, oral interpretation, critical evaluation, group discussion, collaborative learning and independent study. All courses in the English curriculum include the English/Language Arts Core Standards and Proficiencies as established by the New Jersey State Department of Education.

Content and style are regarded as central to effective writing. Structure, spelling, grammar, usage, and the mechanics of writing are carefully examined in the overall production of an accomplished paper. Research and critical studies or review are included at all levels, and instruction in accurate and appropriate citation is provided. The MLA Style Manual is the preferred method of citation used in the English Department. Students are informed of and encouraged to participate in local, statewide, and national creative writing contests (poetry, prose, and drama) and essay competitions.

SEQUENCE OF CORE ENGLISH COURSES		
GRADE 9	ENGLISH I/HONORS	
GRADE 10	ENGLISH I/HONORS	
GRADE 11	ENGLISH III/HONORS	AP LANGUAGE & COMPOSITION
GRADE 12	ENGLISH IV/HONORS	AP LANG & COMP or AP LIT & COMP

English I

Grade: 9 5 Credits Year

Prerequisite(s): None

Students will focus on exploring and responding to quality literature from a variety of cultures. Students will examine folklore, biography/autobiography, historical and realistic fiction, poetry, drama, and essays. In addition, students may examine stories from a historical, literary, or cultural perspective. Students explore literary analysis, extended definition, cause and effect, persuasion, problem-solving, character description, and journal writing. Through extension projects, students will be expected to demonstrate an advanced understanding, and application of new knowledge. Collaborative learning, heterogeneous

grouping, and attention to multiple intelligences are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer technology is used in research and writing development.

Honors English I

Grade: 9 5 Credits Year

Prerequisite(s): None

English I Honors is an accelerated course that gives participating students the opportunity to make gains that go beyond the corresponding grade level English course in both written and verbal expression.

English II

Grade: 10 5 Credits Year

Prerequisite(s): English I/English I Honors

This course is structured to be a literary complement to the students' history curriculum. Students will examine various genres of American and World Literature. After exploring fiction, nonfiction, poetry, short story and drama, students will be asked to respond orally, in writing or via alternative assessments while examining and analyzing the world in which they live. Intensive study in the Language Arts and the writing process will continue from the previous grade. Students will be given supplemental exercises designed to strengthen students' reading, writing and speaking skills in preparation for practical and academic use, as well as for various standardized test requirements. Computer technology will continue to be used to augment classroom learning, application and discussion.

English II Honors

Grade: 10 5 Credits Year

Prerequisite(s): English I/English I Honors

English II Honors is an accelerated English course encompassing a greater depth, breadth and scope of material offered in English II.

English III

Grade: 11 5 Credits Year

Prerequisite(s): English II/English II Honors

English III is a concentration of the literary and thematic trends from the first piece of literature written in the English language to the contemporary concerns of the twentieth century. Students will be given a range of assignments geared toward assessing each of the multiple intelligences of individual students. Such assignments include informal journals, creative writing, analytical essays, formal research, oral projects and presentations. The level and content of the class challenges the analytical interpretations of literature, while encouraging students to take creative risks and offer original thought.

English III Honors

Grade: 11 5 Credits Year

Prerequisite(s): English II/English II Honors

English III Honors ranges in literature from the Anglo-Saxon period to the Contemporary Era of British literature. There is a high expectation of writing skills which focuses the course in the areas of analytical writing responses through critical reading and comprehension practices. Critical thinking and writing, thus works as the most crucial element of the course. The level and content of the class challenges elevated interpretations of literature while demanding that students master the skills of literacy in preparation for college-level courses.

English IV

Grade: 12 5 Credits Year

Prerequisite(s): English III/English III Honors

English IV concentrates on reading and critical examination of selected genres of world literature including drama, novels, poetry, essays and non-fiction. This work is supplemented by research in literary criticism. Writing assignments focus on the critical analysis of literature with an emphasis on developing a personal style of writing. Students will work on personal essays which are intended to prepare students for completing the college application essay. Multiple opportunities are provided for individual and group projects, as well as oral presentations.

English IV Honors

Grade: 12 5 Credits Year

Prerequisite(s): English III/English III Honors

The primary objective of this course is to reinforce and improve those reading, writing, speaking and listening skills required for success in college. During the year students will read various genres and periods of world literature, concentrating on works of recognized literary merit. The selection of thought provoking choices in literature will help students stretch the boundaries of their abstract thinking. Essential expository, analytical and argumentative writing skills are reinforced with the preparation of the personal college essay and literary analysis essays. Students will also practice research skills needed for college. Class discussions and oral presentations encourage fluency in oral communications. A comprehensive review of

English grammar and usage and emphasis on reading-based vocabulary are integral to the course.

Advanced Placement English Language & Composition

Grade: 11 5 Credits Year

Prerequisite(s): English II Honors

Advanced Placement English Language and Composition will teach students to become skilled readers of complex prose written in a variety of periods, disciplines, and rhetorical styles. Emphasis will be placed upon the expository, analytical and argumentative forms of writing in order to prepare students to communicate effectively with mature readers. The intense concentration on language will enhance students' abilities to use grammatical conventions both appropriately and with sophistication. Students will develop stylistic maturity in their own writings. Readings include autobiographers, critics, essayists, journalists, political writers, science writers and fiction writers.

Advanced Placement Literature & Composition

Grade: 12 5 Credits Year

Prerequisite(s): English III Honors or AP Language & Composition

This course is designed to meet the needs of the student who demonstrate a mastery of skills and a strong desire to be challenged. Students will analyze and interpret literature through careful study and critical reading of selected literary texts. Students learn to interpret meaning in literature by being attentive to language usage; image, character, action, argument and various literary techniques and strategies authors use to evoke emotional response from readers. Through the study of a variety of genres such as drama, fiction and poetry, students will demonstrate proficiency as appropriate for an introductory college English course. Emphasis will be placed on the student's development as a writer. This course will teach students that the expository, analytical, and argumentative writing that they must do in college is based on reading, not solely on personal experience and observation.

ELECTIVES

Journalism

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Journalism provides an introduction to the essentials of writing with an emphasis on journalistic style. Content study includes the investigation of the communication processes, contemporary challenges to the First Amendment, and the Hazelwood decision. Emphasis is placed on newspapers as the "fourth estate" indispensable to continuing freedom and responsible citizenship. Oral and written assignments, the analysis of style, and the application of approved techniques are an integral part of the course. Included in units of study are: research into the history of journalism, journalists, and newspapers as the first rough draft of history. Students with an interest in participating in school publications are encouraged to select Journalism.

Sports Journalism

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Attending and reporting on college and professional sporting events provides the opportunity for learning in an active classroom environment. Students will study and apply the principles and techniques of Sports Journalism in an array of self-generated articles through drafting and final publication. Research topics include controversies in the world of sports as well as profiles on prominent sports figures.

Public Speaking

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Are you looking to improve your ability to interview for college or a job? Would you like to communicate more effectively with parents, teachers, employers and friends? Do you struggle with stage fright? Public speaking will provide you with the tools to speak more successfully. Through various speaking activities and games you will develop skills and confidence in your ability to communicate with others. You will practice relaxation techniques to reduce performance anxiety. Additionally, you will learn the value of being an active listener and reading body language. Students will participate in a wide range of speaking situations and explore tips and techniques to

organize their thoughts and enhance their performance abilities. Acquiring these skills will allow students to be better equipped to meet future challenges in high school, college, the workplace and interpersonal relationships.

Debate I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will focus on competitive speech events such as Original Oratory, Extemporaneous Speaking and Oral Interpretation of Literature and Debate. Through a variety of speaking and listening exercises, students will improve their skills not only in speaking but in such areas as research, writing, critical thinking, time management and interpersonal communication. Learned skills can also be applied in competition through organizations such as the National Forensics League during high school and college.

Creative Writing I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course is designed for the student with some mastery of writing skills who wishes to explore forms of writing such as poetry, short stories, fantasy, comedy, and more. Students are exposed to and read examples of these different forms and are enabled to comprehend, interpret and evaluate a variety of texts. Class time is devoted to unique experiments, instruction in writing new forms and workshop situations where students may critique each other's work and revise their own. Students are required to orally present their creative ideas and class members listen and respond. Students reflect on their own writing and assess their own learning through meta-cognitive exercises. Multi-media sources and technological tools are used to facilitate and enhance learning. Projects require students to retrieve and use information that explores different authors' writing techniques.

Creative Writing II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Creative Writing I

This course is a continuation of Creative Writing I. The course provides students with opportunities for further concentration on a particular style or area

that offers personal satisfaction. Genres will be explored through selected readings, articles, and videos. Students will have the opportunity to have their work published.

Shakespeare: On the Page and On the Screen

Grade: 9-12 2.5 Credits Year

Prerequisite(s): None

A teenage girl is shipwrecked in a strange land and dresses as a guy to get a job with the local Duke. Unfortunately, she falls in love with the Duke, who is in love with a pretty local girl, who falls in love with the Duke's new right hand "man" (who is actually the shipwrecked teenage girl in disguise)... This may sound like a plot twist from your favorite summer blockbuster, but in actuality it is some of Shakespeare's finest work. William Shakespeare's plays are regularly adapted for popular films such as *She's the Man* which is an adaptation of *Twelfth Night* (described above). This course will give students the opportunity to discover the day-to-day drama, relevance, and laugh-out-loud fun of five of the Bard's classic plays.

Science Fiction & Fantasy: A Survey of Literature and Popular Culture

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Fantasy and science fiction are genres of literature, art, film and television that speculate about worlds that are unlike our own everyday reality in a variety of ways. The element that regularly ties these two genres together is imagination. The works found in this genre are works of "what if" – works of infinite possibilities limited only by the imagination of the artist. Through the imaginations of science fiction and fantasy artists, we are able to explore fantastical settings filled with magic, supernatural forces, alien life forms and wildly advanced technology.

As author Ursula K. LeGuin states, "The imagination is a fundamental way of thinking, an essential means of becoming and remaining human. It is a tool of the mind." In this course we will study how this "tool" is used in various pieces of sci fi/fantasy literature and popular culture (film, graphic novels, games, etc) as a means by which we can escape to other realities in an effort to help us better understand our own world and ourselves.

FAMILY & CONSUMER SCIENCE DEPARTMENT

The Department of Family and Consumer Sciences focuses on enabling individuals and families to meet the challenges of living and working in today's society. The courses are designed to stress contemporary skills and the technical/practical application of those skills.

Clothing: Fashion and Fabrics

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

The history of fashion styles, social and psychological aspects of clothing, fashion cycles, color and design elements are examined in this survey course. Students will compare qualities of natural and synthetic fibers and fabrics, research fashion designers and sketch their own fashion classic and fad outfits. The course will prepare students to be educated consumers and introduce them to career opportunities in fiber, fabric, fashion and related fields.

Homes, Architecture and Interior Design

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Functions of a home, characteristics of period architecture through creation of a portfolio, "green" building features and aspects of functional floor plans are studied. Students will utilize their understanding of interior spaces using the color wheel, apply the elements and principles of design to coordinate room plans and will create a professional design board. This course will develop and expand students' interest and knowledge of architecture, home design and new home technologies featured in many of today's popular television shows.

Childhood Development I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will focus on exploring the importance of families, prenatal care and infant development. Emphasis is placed on identifying activities appropriate to support the development of a baby's physical, emotional, social, intellectual and physical development. Discussion of child development theorists and current parenting practices provides a foundation for understanding and responding to typical behaviors. Students will experience the

demands of caring for an infant with a realistic baby simulator.

Childhood Development II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Childhood Development I

This course is designed to continue the exploration of the growth and development of children during the preschool years. Approaches to guidance and discipline, growth and learning patterns, meeting the needs of exceptional children and planning for purposeful play are investigated. Students will apply and extend their knowledge of child development helping in the RHS preschool classes.

Culinary Arts

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will introduce the student to a variety of food preparation skills, kitchen safety and sanitation through hands on lab activities, projects, experiments and assignments. Students will develop practical kitchen skills, be introduced to common kitchen equipment and cookware, and practical cooking techniques that may be incorporated into daily life, as well as, provide opportunity to develop interest in culinary arts related careers. This introductory course is a prerequisite for advanced culinary classes.

Baking 101

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Baking 101 is an in-depth exploration of baking. Students will participate in class discussions on tools, equipment and ingredients used in baking. Students will be active participants in hands-on baking labs including but not limited to yeast breads, quick breads, cookies, pastries, and pies. An emphasis will be placed on vocabulary, reading and interpreting recipes as well as kitchen math. Kitchen safety and sanitation will be critical components to this course.

Nutrition

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Culinary Arts

Students will develop decision making skills related to meal planning, food purchases and preparation and nutritional needs. Emphasis on the six nutrients and their role in health and wellness are explored. Nutrition Facts Panels and ingredient labels will be read to identify the nutritional value of foods. Students will use a web based meal planning site to evaluate their personal food choices and determine potential effects on their health.

Life 101

Grade: 11 - 12 2.5 Credits Semester

Prerequisite(s): None

This course is designed to prepare students for independent living. Students will develop skills to successfully balance school, work and family responsibilities. Group activities foster discussion and understanding of workplace communication skills, personal relationship issues and character development. Topics such as housing after high school, personal vehicle safety, laundry basics, as well as, manners and dining etiquette are included in this practical class.

HEALTH, PHYSICAL EDUCATION, AND WELLNESS

The comprehensive Health and Physical Education Program offered at Robbinsville High School is intended to foster the development of healthy attitudes and behaviors, as well as promote a variety of physical activities designed to enhance fitness for all students. In accordance with the New Jersey Core Curriculum Content Standards and the New Jersey Comprehensive Health Education and Physical Education Framework our program will encompass health services, create a healthful environment and incorporate diverse health and physical education programs for students throughout the school year.

We believe in the development of the concepts of wellness, cooperation, sportsmanship and teamwork in order to provide students with the knowledge and skills needed to promote lifelong health and wellness. Our program will focus on the needs of our students to provide them with the tools, knowledge and skills to meet the challenges and demands of life.

Health and Physical Education is a state required program that the student must pass every year while enrolled in the regular day of school. Students may be excluded from physical activity only upon a physician's diagnosis and documentation.

Health & Physical Education I

Grade: 9 *5 Credits* *Year*

Prerequisite(s): None

Health and Physical Education is a full year course. The year is divided into four quarters. In the area of Health, all ninth graders will participate in one quarter of Life/Sexual Education.

In the area of Physical Education, students will participate in a variety of lifetime sport and leisure activities as well as individual and team sport skills. Students will expand growth in psychomotor skills, knowledge of rules and strategies. Activities will provide experiences to learn and enjoy leisure-time activities. In addition to individual and team sports, students will be provided a sequence and progression of team building activities, cooperative games, problem solving activities, and adventure education.

Health & Physical Education II

Grade: 10 *5 Credits* *Year*

Prerequisite(s): HEPE I

Tenth grade classroom driver education will provide students with the information necessary to begin the process of obtaining a basic New Jersey Drivers License. The students will complete the steps of the Graduated Driver Licensing Program as per the New Jersey Driver Manual. Students will have the opportunity to obtain their 30-hour Classroom Driver Education Card as well as proof of passing

the New Jersey State Motor Vehicle Commission Written Examination. Students will enhance their knowledge of operating a motor vehicle in such fields as: defensive driving techniques, hazards of drinking and driving, auto insurance procedures and costs, registering and inspecting a car, hands-on car care, common driving emergencies, traffic rules, regulations and violations. Procedure for acquiring a 6-hour behind-the-wheel course will also be discussed.

In the area of physical education, students will choose from the available physical education electives. Electives will include a variety of lifetime sport and leisure activities as well as individual and team sport skills. Students will expand growth in psychomotor skills, knowledge of rules and strategies. Activities will provide experiences to learn and enjoy leisure-time activities. In addition to individual and team sports students will be provided a sequence and progression of team building activities, cooperative games, problem solving activities, and adventure education.

Health & Physical Education III

Grade: 11 5 Credits Year

Prerequisite(s): HEPE I & HEPE II

All eleventh graders will participate in one quarter of Health, with the primary focus on Drug Education and Healthy Choices.

In the area of physical education, students will choose from the available physical education electives. Electives will include a variety of lifetime sport and leisure activities as well as individual and team sport skills. Students will expand growth in psychomotor skills, knowledge of rules and strategies. Activities will provide experiences to learn and enjoy leisure-time activities. In addition to individual and team sports students will be provided a sequence and progression of team building activities, cooperative games, problem solving activities, and adventure education.

Health & Physical Education IV

Grade: 12 5 Credits Year

Prerequisite(s): HEPE I, HEPE II, HEPE III

Co-requisite(s): Biology

Health

Students will spend one quarter studying Health, with the primary focus on Goals, Goal setting, Self-Esteem, Personal Identity, Decision Making and Problem Solving, Emotional Development, Mental Health, Suicide Awareness, Stress Management, Communication Skills, Relationships and Dating Violence (***Safe Dates*** Program) and Aging, Death and Dying.

Teen PEP

Grade: 12 5 Credits Year

Prerequisite(s): HEPE I, HEPE II, HEPE III

NOTE: This class will be a replacement class for HEPE IV. Approx 20-25 spots will be available and students must go through application and interview process to be selected for this class.

Teen PEP (Prevention Education Program) is a full year course offered to seniors. It is a peer education program that involves the selected 20-25 senior students to learn and prepare workshops on various topics: sexual education, substance use/abuse, dating violence, etc. This class will be team taught by 2 selected teachers at RHS. All applications must be **submitted by February 4, 2016** to the guidance department for consideration.

Physical Education

In the area of physical education, students will choose from the available physical education electives. Electives will include a variety of lifetime sport and leisure activities as well as individual and team sport skills. Students will expand growth in psychomotor skills, knowledge of rules and strategies. Activities will provide experiences to learn and enjoy leisure-time activities. In addition to the elective process, students will dedicate half of each class period to fitness. Fitness can and will consist of various activities focusing on cardiovascular improvement, strength training, and flexibility. Students will also be provided opportunities aside from traditional individual and team sports experiences such as: a sequence and progression of team building activities, cooperative games, problem solving activities, and adventure education.

MATHEMATICS DEPARTMENT

The Mathematics Department provides a variety of course offerings to help prepare students for a future in a technological society. Honors and regular classes offer college-preparatory math in a cooperative learning atmosphere in preparation for PSAT, SAT and ACT exams.

Honors classes include little review within the context of new material. Students are encouraged to take a math course every year in order to fulfill the graduation requirement and to be prepared to further their education after high school.

Evidence of competency in specific math, science, reading and writing skills is recommended in order to be successful in the various courses. Students and parents/guardians are encouraged to plan science courses in advance, so that there may be synchronization between the science and math course selection.

Students are expected to have a TI-83+ or TI-84 graphing calculator, as they are used extensively in each mathematics course, required state testing, and AP Examinations.

Typical Mathematics Course Sequencing

<i>Sequence</i>	<i>9th grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
1	Algebra 1	Geometry	Algebra 2	Probability & Statistics
				Algebra 3/Trig
2	Algebra 1, Part 2	Geometry	Algebra 2	Probability & Statistics
				Algebra 3/Trig
3	Geometry	Algebra 2	Algebra 3/Trig	PreCalculus
			PreCalculus	Probability & Statistics
				Probability & Statistics
4	Geometry Honors	Algebra 2 Honors	PreCalculus Honors *	Calculus Honors*
				AP Calculus AB*
				AP Calculus BC*
5	Geometry Honors and Alg 2 Honors	PreCalculus Honors*	Calculus Honors*	AP Calculus BC*
			AP Calculus AB*	AP Calculus BC*
			AP Calculus BC*	Multivariable Calculus*

*AP Statistics can be taken any time after Algebra 2 Honors or PreCalculus

Algebra 1

Grade: 9 10 Credits Year

Prerequisite(s): Math 8 or Algebra 8, Part 1 with an assessment average of a 69 or less

The Algebra 1 course is designed to engage students in the application of advanced math concepts and processes applied to real-world problem solving situations. The content of the course includes solutions of equations and inequalities, systems of linear equations, operations with polynomials, factoring, exponential functions, data analysis, and the study of linear and quadratic equations. Problem solving situations are emphasized and practiced regularly. This course meets every day to ensure that a strong foundation of math skills and concepts is established.

Algebra 1, Part 2

Grade: 9 5 Credits Year

Prerequisite(s): Algebra 8, Part 1 or Algebra 8 with an assessment average of a 69 or less

Algebra I, Part 2 is the second part of a two-year Algebra I sequence. Topics studied include operations with polynomials, factoring, quadratic and exponential functions, radical expressions and equations, and data analysis. Applications of concepts are utilized throughout the course. Problem solving situations are emphasized and practiced regularly.

Geometry

Grade: 9-10 5 Credits Year

Prerequisite(s): Algebra 8 with assessment average of 70 – 94 or Accelerated Algebra 8 with an assessment average of 84 or less

Geometry will introduce the students to mathematical logic and reasoning. Students develop the ability to understand and author formal two-column proofs of geometric theorems and apply their mastery of algebraic concepts in application problems. This curriculum includes such topics as the study of basic geometric vocabulary, postulates, theorems, transformational geometry, similar figures, congruent triangles, polygons, quadrilaterals, area, surface area, volume, circles and right triangle trigonometry.

Geometry Honors

Grade: 9-10 5 Credits Year

Prerequisite(s): Accelerated Algebra 8 with an assessment average of 85 – 100 or Algebra 8 with an assessment average of 95 – 100

Honors Geometry is a challenging course that will introduce the students to mathematical logic and reasoning. This course will provide the students with in-depth instruction at an accelerated pace. Students develop the ability to understand and author formal two-column proofs of geometric theorems and apply their mastery of algebraic concepts in application problems. This curriculum includes such topics as the study of basic geometric vocabulary, postulates, theorems, transformational geometry, similar figures, congruent triangles, polygons, quadrilaterals, area, surface area, volume, circles, and right triangle trigonometry.

Algebra II

Grade: 10-12 5 Credits Year

Prerequisite(s): Geometry

In Algebra II, the properties of the real numbers system as developed in Algebra I are reinforced and the additional properties of the complex number system are developed. Algebra II will use the graphing calculator as a tool to delve deeper into real world application problems that require the interpretation of various algebraic and trigonometric functions, as well as statistical analysis. The course will focus on improving students' ability to identify and model given information, determine most efficient mathematical solution methods, solve for unknowns, and interpret solutions in the context of the problem.

Algebra II Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): Geometry Honors

This course will provide the students with in-depth instruction at an accelerated pace. This course is a comprehensive study of advanced mathematical concepts. In Algebra II, the properties of the real numbers system as developed in Algebra I are reinforced and the additional properties of the complex number system are developed. Algebra II will use the graphing calculator as a tool to delve deeper into real world application problems that require the interpretation of various algebraic and trigonometric functions as well as statistical

analysis. The course will focus on improving students' ability to identify and model given information, determine most efficient mathematical solution methods, solve for unknowns and interpret solutions in the context of the problem.

Algebra 3 and Trigonometry

Grade: 11-12 5 credits Year

Prerequisite(s): Algebra II

Algebra 3 and Trigonometry is a course which incorporates the study of extended algebra topics with the study of introductory trigonometry. Topics studied include function theory, trigonometric, linear, exponential, rational, polynomial, logarithmic functions, and the conic sections. Equation solving, problem solving and graphing are stressed throughout the course. This course is designed as an intermediate step between Algebra II and Pre-Calculus.

PreCalculus

Grade: 11-12 5 Credits Year

Prerequisite(s): Grade of A or B in Algebra II

This college preparatory course covers all the fundamental topics that prepare students for calculus. Emphasis is on problem solving and the study of relations, functions, equation solving and graphing. The functions studied include polynomial, conics, rational, exponential, logarithmic, trigonometric, and inverse functions.

PreCalculus Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): Algebra II Honors

Students intending to study mathematical and scientific related fields during their college experience should elect Pre-Calculus Honors. Functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), inverse functions, identities, equations (trigonometric, polar, linear, and quadratic), Cartesian and polar graphing, solutions of triangles and application problems will be studied. This course is designed to prepare students to take Calculus.

Probability & Statistics

Grade: 11-12 5 Credits Year

Prerequisite(s): Algebra II

This course is designed for seniors who want a better background in probability and statistics. Key components of the course include data collection, organization and representation, sampling, measures of central tendency, variance and correlation, probability distributions, hypotheses tests, and analysis and inference. Technology will be used not only to simplify calculation and display charts and graphs, but also to generate and access appropriate data for activities and projects. **Use of the TI 83/84 graphing calculator is a requirement for the course.**

Math Lab

Grade: 12 5 Credits Year

This course is required for 12th graders who haven't met any of the State of NJ graduation requirements for mathematics by the end of their 11th grade year. Math Lab will prepare students to meet any one of the high school graduation requirements set by the State of New Jersey. First semester will be spent reviewing concepts for PSAT, Armed Services Vocational Aptitude Battery (ASVAB), and/or Accuplacer. Spring semester will focus on building a portfolio of Constructed Response Tasks that will be submitted to the state for review. This is a pass/fail course. If a student meets the math graduation requirement during the first semester, they will be able to drop the course for second semester.

Advanced Placement Statistics

Grade: 11-12 only 5 Credits Year

Prerequisite: Algebra 2 Honors or PreCalculus

Advanced Placement Statistics is designed to prepare students for the Advanced Placement Statistics Examination of the College Board. The topics of a one-semester college course are covered, including descriptive statistics, collection of data, the normal distribution, basics of probability, inference, confidence intervals, tests of significance and regression. Significant written analysis of data is required on a regular basis. Students electing AP Statistics should have had a high level of success in past mathematics courses. Use of the TI 83/84 graphing calculator is a major requirement of the course and the AP exam.

Calculus Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): *Grade of A or B in PreCalculus or completion of PreCalculus Honors*

Calculus begins with a review of precalculus concepts followed by an introduction to limit theory and continuity. This is followed by an in-depth study of techniques of differentiation and integration. Throughout the year, application of differentiation and integration will be emphasized, including examples of optimization, related rates, area, and volumes of solids. Graphing calculators are used throughout the course.

Advanced Placement A/B Calculus

Grade: 11-12 5 Credits Year

Prerequisite(s): *Grade of A or B in PreCalculus Honors*

This college-level Calculus course follows the Advanced Placement AB syllabus, published by The College Board. Methods of differential and integral calculus and their applications are covered. Each student is required to have a TI-84+ graphing calculator or a TI-89 graphing calculator, which will be used extensively in this course.

Advanced Placement B/C Calculus

Grade: 11-12 5 Credits Year

Prerequisite(s): *High A in PreCalculus Honors or completion of Calculus or A/B Calc.*

This course involves in-depth study of elementary differential and integral calculus, vector, polar and

parametrically defined functions, and infinite series. All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus BC, are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for two or more semesters of calculus.

Multivariable Calculus

Grade: 12 5 credits Year

Prerequisite(s): *AP Calculus B/C with a minimum score of a 4 on the College Board AP exam*

Multivariable Calculus is a highly rigorous college course. Students will enroll in an online course through the University of North Dakota (UND). The concepts learned in single-variable calculus will be extended to three dimensions. This mathematics course covers multivariate and vector calculus, including partial derivatives, multiple integration, line and surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Students are provided with the email and phone number of the UND professor if they have questions. Students work at their own pace and schedule while collaborating with their classmates. This course is treated as an option II course, therefore the grade will not be included in the student's grade point average. The student's transcript will indicate the college course, grade and credits. The student will also receive a transcript from the University of North Dakota upon completion of the course.

MUSIC AND PERFORMING ARTS DEPARTMENT

Robbinsville High School offers a varied and comprehensive program for all students who have an interest in performing arts. Enrollment in the Music and Performing Arts Program can create an exciting and stimulating high school career, as well as lay the groundwork for students to audition for and excel in college performing arts programs. Consistent enrollment and performance in the arts classes also helps students to prepare successful auditions for the myriad of arts scholarships available in post-secondary education. Courses in music and theater will fulfill the Visual and Performing Arts requirement for graduation.

RHS Concert Choir

Grade: 9-12 2.5/5 Credits Semester/Year

Prerequisite(s): None

This course is designed to acquaint vocal music students with a variety of choral literature and the techniques of vocal production. Students enrolled in this course should have a genuine interest in the vocal arts with a drive to perform and succeed.

Students will learn to read music in score form, utilize technology in the field of music, and perform repertoire from varied genres. While Chorus does not have a prerequisite, it is designed for students who aspire to advance musically in a challenging vocal music experience. This course will prepare students to accomplish their personal goals whether they plan to pursue music after high school or improve their vocal abilities. In turn, this course will be a pre-requisite for Select Choir and Vocal Techniques. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day. The chorus also plans annual trips to places such as Disney World, Williamsburg, VA, and Hershey Park.

Vocal Techniques

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): 2 Semesters of Concert Choir & Teacher Approval –Teacher will notify Counselor

This class will start by presenting a general overview of the inner workings of the singing voice. Through lecture and actual performance, students will begin to develop the techniques for proper voice production, including breathing, resonance, vowel formation and intonation. Students will also discuss the effects of vocal abuse and what it takes to maintain good vocal health. Solo repertoire for high school singers in English, Latin, and Italian will be explored and performed. Vocal Techniques is a performance based class.

Students will be expected to perform individually in front of an audience.

Select Choir

Grade: 11-12 5 Credits Year

Prerequisite(s): Vocal Techniques & Audition

This ensemble is designed for junior and senior choral students who have completed at least 3 semesters of chorus and earned at least a B+ for every marking period and exam. This upper level ensemble will be responsible for much of the same music as the full chorus, but will also learn more challenging ensemble pieces as well. This will be an active choir and will represent RHS at various community and festival events throughout the school year.

Concert Band

Grade: 9-12 2.5/5 Credits Semester/Year

Prerequisite(s): None

This program will give students opportunities to perform on their instruments in a wide variety of performing ensembles. Development of performance, technical facility, aural skills, aesthetic awareness, individualism, global relevance, music history/theory and overall understanding of music will be stressed throughout the program. Program experiences will also coincide with the N.J. Core Curriculum Content Standards.

Concert Band is appropriate for intermediate and advanced level students with prior instrumental experience. Instrumentation in this course is limited to wind instruments and electric / acoustic bass. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day.

Jazz Ensemble

Grade: 9-12 5 Credits Year

Prerequisite(s): *Teacher Approval–Teacher will notify Counselor*

This course serves as an opportunity for students to learn about the history and stylistic performance of the only music native to the United States, Jazz. Topics to be covered are stylistic performance of swing, Latin, funk and rock. Much of the course will be focused on improvisation. Students should be comfortable playing on their instrument and have a firm understanding of how to read music. Admission to this class is by teacher approval only. Program experiences will also coincide with the N.J. Core Curriculum Content Standards.

Instrumentation will be limited to 5 saxophones, 5 trombones, 5 trumpets, and a rhythm section. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day.

Instrumental Percussion

Grade: 9-12 2.5/5 Credits Semester/Year

Prerequisite(s): *None*

Development of performance, technical facility, aural skills, aesthetic awareness, individualism, global relevance, music history/theory and overall understanding of music will be stressed throughout the program. Program experiences will also coincide with the N.J. Core Curriculum Content Standards. Percussionists in this class also act as the percussion section for the concert band. Students involved in this class should be prepared to attend all rehearsals and performances with the concert band.

Music in Society

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *None*

This course consists of a planned series of project-based units that deal with the relationship between music and our society. A variety of musical styles and periods will be discussed and analyzed. Units include the effects of social issues and politics on music, movie music, protest music, and the examination of personal cultural identity through music. Students will also be given the opportunity to perform self-composed rhythmic compositions, as well as compositions that use non-standard forms of notation.

Music Theory I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *None*

This course is designed for the serious music student who wishes to glean a firm foundation in the fundamentals of music notation and a basis for further study in composition/arranging. Areas covered include: analysis of rhythm and the measurement of time, notation of pitch through major/minor scales and keys, intervals, chords, transposition, modulation, and musical forms and styles. Also, emphasis is placed on the creative process through composition, transcription, and arranging and musical instruments. Time is spent on ear training through singing, rhythmic and melodic dictation, and keyboard skills. Use of computer programs to develop musical skills comprises part of the course. A music notation program is used to complete projects. The class prepares students for Music Theory II and AP Music Theory.

Music Theory II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *B- Average in Music Theory I*

This course is a continuation of Music Theory I. The fundamental skills being built upon include: reading music; writing basic harmonies and melodies as used in 18th century theory; and melodic, harmonic, and rhythmic dictation.

Music Theory II will cover in more depth the use of specific chords and the basics of chromatic harmony, including, but not limited to, borrowed harmony and modulation. By the end of the course, students should have a thorough understanding of basic music theory and will be able to write their own short songs utilizing a variety of instruments. Students will also be able to conceptualize what a basic piece of music might sound like based upon their interpretation of the sheet music.

Advanced Placement Music Theory

Grade: 11-12 5 Credits Year

Prerequisite(s): *Music Theory I, II and/or Teacher approval –Teacher will notify Counselor*

This course is designed for the serious musician interested in pursuing music after high school. Building upon the Music Theory I and II curriculum, students will improve musicianship skills such as dictation and other listening skills,

sight-singing, and keyboard harmony. The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course will also foster higher level critical thinking skills such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, and the realization of figured-bass notation. Students may elect to take the AP Music Theory exam in the spring.

Theater I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will allow students an opportunity to explore theater at an introductory level. Throughout the semester, students will play a variety of theater games, develop skills in improvisation, create characters for performance, write and perform monologues, and critique theatrical performances.

The class will act as a basic introduction for students interested in gaining a better understanding of the world of theater, building their confidence and ability to speak in public, improving their group communication skills, and/or learning to think and solve problems creatively.

Theater II: Intermediate Acting

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Theater I

This course will give students the opportunity to build upon what was learned in Theater I and advance their acting skills. Students will build characters based upon a given text, perform open scenes, study the Stanislavski method of acting, and performing in closed scenes. Students will also be introduced to the art of directing.

Theater III: Intermediate Acting and Directing

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Theater II

This course will offer students the opportunity to further their skills as both actors and directors. Students will study script analysis, various directing techniques, and the Meisner method of acting. They will apply their knowledge while directing each other in scenes of increasing complexity

throughout the semester, giving all students ample opportunity to act and direct

Playwriting

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Theater I

This semester long course will be open to sophomores through seniors. Students will learn the fundamentals of playwriting such as how to format a script, develop characters, develop a plot, create strong dialogue, etc. Students will study the works of other playwrights as they work on their own original pieces. By the end of the semester each student will have written an original one-act play.

Musical Theater

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Vocal Techniques, Theater I & Teacher approval –Teacher will notify Counselor

This course, which runs every other year, will explore great musicals of the past and present. Students will analyze pieces for performance, focusing on acting, vocal technique, and vocal interpretation. Musical Theater is a performance based class. All students are expected to perform individually in front of an audience on a regular basis.

Theater Design

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Theater I or Teacher approval–Teacher will notify Counselor

This course will further students' understanding of theatrical production and design. Students will study script analysis, how to design sets and costumes for the theater, how to communicate their visual and aural ideas verbally, and how to render visual designs.

Students will learn basic drawing skills, how to draw in perspective, how to draw the body, and basic methods to finish their rendering with color.

Theater for Young Audiences

Grade: 11-12 2.5 Credits Semester

Prerequisite(s): Theater II or Theater Design

Theater is a world that allows young people the opportunity to find themselves, to rediscover the joys of creativity and to communicate with peers and build relationships in a supportive environment. In this course, students will use theater to educate

young audiences through performance, post-play discussions, and workshops. The high school students will use the training they have gained in earlier theater courses to produce and perform plays for elementary and middle school students. The

students will also develop theater workshops in creative dramatics, improvisation, and/or playwriting to bring theater education to students in the elementary and middle school.

SCIENCE DEPARTMENT

The Science Department at Robbinsville High School believes that in order to be a responsible member of today's technical society, a comprehensive knowledge of science is required.

SEQUENCE OF CORE SCIENCE COURSES			
GRADE 9	PHYSICS/HONORS		
GRADE 10	CHEMISTRY/HONORS		AP PHYSICS I
GRADE 11	BIOLOGY/HONORS	AP PHYSICS I	AP CHEMISTRY
GRADE 12	ANATOMY & PHYSIOLOGY	ENVIRONMENTAL SCIENCE	AP PHYSICS I
			AP CHEMISTRY
			AP BIOLOGY

Conceptual Physics

Grade: 9 5 Credits Year

Prerequisite(s): Concurrent with Algebra I

Conceptual Physics is a laboratory-based course covering the topics of metric conversion, measuring, kinematics, dynamics, energy, power, waves, sound, and light. This course is designed to provide students with hands-on, direct experiences and opportunities to inquire into relevant physics concepts.

Conceptual Physics provides a knowledge base in physics for all students by requiring students to engage in higher order thinking. Developmentally, students in ninth grade will find that physics is the easiest science to observe through experimentation. Students will apply their algebra-based math skills in real life situations and build the problem solving skills needed for chemistry.

Physics

Grade: 9 5 Credits Year

Prerequisite(s): Concurrent with Geometry

College Prep Physics is a laboratory-based course covering the topics of kinematics, dynamics, energy, power, heat, light, electricity and magnetism. This course is designed to provide students with hands-on, direct experiences and opportunities to inquire into relevant physics concepts. It provides a knowledge base in physics for all students, including those who wish to pursue careers in the biological sciences, nursing, architecture and related areas of applied technology. Students are expected to have a strong knowledge base in algebra in order to engage in relevant laboratory and mathematical applications. This course will require students to engage in higher

order thinking and will provide a foundation for chemistry and biology.

Physics Honors

Grade: 9 5 Credits Year

Prerequisite(s): Algebra I

This honors level course is a fast moving, comprehensive, laboratory-based physics course covering: kinematics, dynamics, energy, power, heat, light, electricity and magnetism. This physics course, which meets requirements for a laboratory science course, is designed to prepare students for careers in engineering and physical science research. Emphasis is placed on laboratory work from which the theory is developed and mathematical concepts applied. This course will introduce students to higher-order thinking, as well as provide a foundation for chemistry and biology.

Chemistry

Grade: 10 5 Credits Year

Prerequisite(s): Physics, Physics Honors

This laboratory and inquiry-based course provides students with a quantitative and qualitative study of the basic elements that all substances are made of and the conditions under which these substances are transformed into new substances. Students will explore the fundamental topics of chemistry, including atomic structure, the periodic table, and chemical reactions. Throughout the course, students will both collaboratively and independently investigate, measure, analyze, calculate, research, and describe the physical and chemical properties of matter. This course will draw upon theories and concepts previously discovered in Physics, as well as lay the foundation for future studies in Biology.

Chemistry Honors

Grade: 10 5 Credits Year

Prerequisite(s): *Honors Physics or an A in Physics and an A in Algebra I*

This is a course for students who are interested in an extensive fast-paced overview of the theories and practical applications of chemistry. Students will develop lab skills and proper lab procedures including safety measures. They will develop their skills in measurement, observation, documentation, critical thinking and hypothesis formation. Students will be expected to record their observations, draw conclusions, interpret data and defend hypotheses orally and in written form. Students will be expected to understand the structure and interactive behavior of matter, as well as to realize the implications of its behavior as it relates to applied technology. They can expect a strong emphasis on mathematics, including methods of problem solving and data collection.

Biology

Grade: 11-12 5 Credits Year

Prerequisite(s): *Chemistry, Chemistry Honors*

Biology is a comprehensive course that applies concepts introduced in chemistry and physics. This course covers fundamental and current topics in the biological sciences. Topics include cell and molecular biology, evolution, energy flow, and biological systems thus allowing for students to appreciate all aspects of biology. Students will utilize science methodology to conduct lab investigations. In addition, the course goes beyond the textbook, dealing with the newest discoveries in the biotechnological realm.

Biology Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): *Chemistry, Chemistry Honors*

Biology Honors is a course designed for students who are interested in an extensive overview of the principals and practical application of biology. It is expected that students take a greater responsibility in his/her education and will perform biological experimentation using sound scientific methodology. The student is expected to develop independent and group learning and performance skill, within the framework of the course. Individual study and performance skills will include taking classroom notes, outlining textbook chapters,

and conducting and writing laboratory reports. Group performance and study skills will involve cooperative learning in teams; sharing of group responsibilities including equitable division of work; and group presentation of project results.

Advanced Placement Physics I

Grade: 10-12 5 Credits Year

Prerequisite(s): *Algebra II & Physics Honors*

Co-requisite(s): *PreCalculus*

Advanced Placement Physics I is the equivalent to a first-year college course. The Advanced Placement program provides students with an opportunity to gain college credit before they go to the school of their choice. The concepts involved are mechanics, work, power, energy, momentum, waves, sound, and electricity. AP Physics is an algebra- based physics course with connections to calculus. Calculus, however, is not the primary math used. The students taking this course should be interested in a career in science, technology, physics, or engineering. The curriculum is rigorous and challenging, but the benefits they receive are well worth the effort.

Advanced Placement Chemistry

Grade: 11-12 5 Credits Year

Pre/Co-requisite(s): *Algebra II & an A in Chemistry Honors*

Advanced Placement Chemistry is a college level chemistry course covering first year college content. The Advanced Placement program provides students with an opportunity to gain college credit in high school and will prepare them for college programs in the health care professions and experimental and applied sciences. AP Chemistry is a math based, lab based science course covering electrochemistry, kinetics, equilibriums, acids/bases, and thermodynamics along with an in depth review of the material covered in Honors Chemistry.

Advanced Placement Biology

Grade: 12 5 Credits Year

Prerequisite(s): *Honors Biology*

Co-requisite(s): *Anatomy & Physiology Honors*

AP Biology is a course designed for students that have a strong interest in, or desire to pursue a career in the field of science. This course will be taught at the college level. Students accepting the challenge

of an AP course will be required to actively participate in all lectures and laboratory exercises that are conducted during the year.

The two primary goals of AP Biology are to help students develop a conceptual understanding for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

Anatomy & Physiology

Grade: 12 5 Credits Year

Prerequisite(s): Biology

Anatomy and physiology is a detailed study of the human body with an emphasis on basic structure and function and homeostasis. Topics include cells, tissues, integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, reproductive, urinary, nervous, endocrine systems and sense organs. Students will be required to identify anatomical structures by performing dissections of representative organisms. Students taking this academic elective should be mature, genuinely interested in learning about the body and have good study skills.

Honors Anatomy & Physiology*

Grade: 12 5 Credits Year

Prerequisite(s): Biology

This course is designed for self-motivated students interested in pursuing a career in which detailed knowledge of the human body would be expected. Topics will include advanced studies of cytology, histology, integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, reproductive, urinary, nervous, endocrine systems and sense organs with an emphasis on homeostasis. Students will be required to identify anatomical structures by performing dissections of representative organisms.

In addition, students will complete case studies to further investigate human diseases and participate in bioethical discussions based on the supplemental reading of a selected text.

Environmental Science

Grade: 12 5 Credits Year

Prerequisite(s): None

Environmental Science is based on the impact of humans on the environment, understanding environmental problems and possible solutions. The course focuses on how we as humans use natural resources and how our actions alter our environment. Topics include ecology, biodiversity, atmosphere & climate change, energy resources and the future of our planet. Classes will discover these themes through traditional classroom instruction, investigative research and hands-on investigations.

ELECTIVES

Forensic Science

Grade: 10-12 5 Credits Year

Prerequisite(s): None

Forensic Science is a laboratory-based course that involves scientific investigations using microscopy, chromatography, comparative analysis techniques, electrophoresis, spot tests and qualitative examinations. Students are introduced to aspects of how science is applied to law. Forensic science is multidisciplinary, encompassing concepts in many areas such as biology, chemistry, zoology, anatomy, genetics, physics, medicine, math, statistics, Earth science, sociology, psychology, communications and law. The focus is on problem solving, applying the scientific method to every piece of physical evidence analyzed, designing experiments, testing, and drawing conclusions based on empirical evidence. Students must then be prepared to defend and justify their conclusions based on their own empirical evidence. Writing/notebook keeping is a vital part of the course as students are expected to communicate laboratory reports, results, and conclusions, as well as analyze case studies.

The second half of the year students apply previously learned skills and techniques to a simulated crime scene that culminates in Mock Trial at the end of the year.

Lab Assistant (Option II)

Grade: 11-12 5 Credits Year

Prerequisite(s): *Physics & Option II Form*

The selected student should be dependable, familiar with general laboratory techniques and have a good knowledge base in science. Good organizational skill/potential is expected. Responsibilities include: assist instructor with the preparation for labs, assuring all materials present, cleaning up after a lab and assisting students during the lab activity. In addition, maintain living specimens (microorganisms, plants and invertebrates) and assist with AV equipment and other duties as assigned by the supervising teacher. Rising juniors and seniors interested in a science lab assistantship need to complete the lab assistant application from the science department and interview with the science teachers. The application can be found in the guidance department. All applications must be **submitted by February 4, 2016** to Mrs. Correia in room D101 for consideration. Lab assistantships will be graded on a pass/fail basis.

Research in Molecular Biology

**Grade: 11-12 5 Credits Year*

****Prerequisite/Co-requisite:*** ***Honors Biology***

NOTE: This class will have approximately 24 seats available. Students must go through application and interview process to be selected for this class.

Students will partake in authentic research cloning and sequencing the genome of a species selected by the Rutgers Waksman Institute. Students will become familiar with microbiology lab techniques such as cloning, PCR, gel electrophoresis, and restriction enzyme digests. In addition, students will learn how to utilize bioinformatics to analyze original data and determine protein structure as coded by the genes analyzed. Students will be expected to present their work and will hopefully publish their findings. All applications must be **submitted by February 4, 2016** to the guidance department for consideration.

SOCIAL STUDIES DEPARTMENT

Students are required to take three (3) years of History for graduation: two years of American History (US I and II) and one year of World History. Additional electives are offered in grades 9 – 12 including AP United States History, AP Psychology, Sociology, Psychology, History and Film, and Political Legal Education.

SEQUENCE OF CORE SOCIAL STUDIES COURSES			
GRADE 9	U.S. HISTORY I/HONORS		
GRADE 10	U.S. HISTORY II/HONORS		
GRADE 11	WORLD HISTORY/HONORS	AP U.S. HISTORY	AP PSYCHOLOGY
GRADE 12	AP U.S. HISTORY	AP PSYCHOLOGY	POLITICAL & LEGAL HONORS
	AP WORLD HISTORY		

U.S. History I

Grade: 9 5 Credits Year

Prerequisite(s): None

United States History I is a course designed to investigate the development of our country from Post Reconstruction through World War II. Students will examine different aspects of American life throughout this time period including social, political, and cultural points that helped develop us into the society we are today. Classes will investigate these points through discussion, essays, primary source documents, projects, research papers and debates.

U.S. History I Honors

Grade: 9 5 Credits Year

Prerequisite(s): None

The course curriculum is aligned with the American History I course. Extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and/or written reports, projects, and research will be required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

U.S. History II

Grade: 10 5 Credits Year

Prerequisite(s): U.S. I, U.S. I Honors

US II continues the study of American history and picks up at the conclusion World War II. Highlights of the curriculum include the Cold War, international diplomacy, the Korean War, the Civil Rights Movement, the Vietnam War, the turbulence of the 1960s domestically and abroad, international

and domestic issues of the 1970s and 1980s, and the role of the U.S. in the 21st century. The course will focus on the U.S. being a part of a global society and challenges students to be actively involved in a global perspective of history.

U.S. History II Honors

Grade: 10 5 Credits Year

Prerequisite(s): U.S. I, U.S. I Honors

The course curriculum aligns with the U.S. History II course with extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and/or written reports, projects, and research are required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

World History

Grade: 11 5 Credits Year

Prerequisite(s): U.S. II, U.S. II Honors

The world is a big place! Students will study the major turning points that shaped the modern world. The goal is for all students to develop an understanding of the historical roots of current world concerns. Students will develop social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking and map/graph/table reading and interpretation.

World History Honors

Grade: 11 5 Credits Year

Prerequisite(s): *U.S. II, U.S. II Honors*

The course aligns with the World History course. Extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and written reports, projects, and research is required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

Advanced Placement World History

Grade: 11-12 5 Credits Year

Prerequisite(s): *U.S. II Honors, World Honors or AP US History*

The AP World History course provides a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically. The themes and key concepts presented in this course are designed to provide foundational knowledge for future college-level course work in history. The structure of the class requires numerous hours of reading each week; a strong independent work ethic is required for success.

Advanced Placement U.S. History

Grade: 11-12 5 Credits Year

Prerequisite(s): *U.S. II, U.S. II Honors*

AP US History is a full-year course offered to students who have demonstrated superior and consistent performance in the study of history and culture. It is the most challenging course that culminates in a rigorous exam offering college credit.

Emphasis will be placed on primary sources and document based questions with specific attention to the skills that will be assessed on the AP exam. Students must be aware of the intensive labor that must be put into the course and the high academic responsibility that comes with any AP course.

AP Psychology*

Grade: 11-12 5 Credits Year

Prerequisite(s): *U.S. II/ Honors & Psychology*

Co-requisite: *Probability & Statistics, A- or better in Biology*

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students who take AP Psychology are willing to accept the challenge of a rigorous curriculum.

ELECTIVES

Sociology

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): *None*

Sociology is the study of culture and groups within a society. Students will explore the foundations of Sociology as well as group behavior, socialization and deviance. Additionally, the causes and effects of contemporary social problems confronting society will be investigated. Through a variety of activities, students will learn how human beings become social creatures and how they establish patterns of behavior which leads to a functioning society.

History and Film

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): *None*

Let's go to the movies! Movies are a wonderful medium to tell a story. History & Film explores topics such as legal issues, rebellion, war, genocide, prejudice, and political and social issues. Come learn "why" certain events occurred. Through film screenings and discussions, we explore whether it is possible for the filmmaker to tell an interesting and believable story.

Psychology

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

This course is designed to provide a basic introduction to the study of psychology. Students will explore a vast spectrum of topics including, but not limited to, the biological functions of the brain, learning and memory, consciousness and human behavior. Students will be required to participate in many activities throughout the semester, including various research projects, hypnosis and personality inventories. Additionally, students will investigate the emotional motivation behind human behavior.

Political and Legal Education Honors

Grade: 12 5 Credits Year

Prerequisite(s): World History/Honors

PLE will explore the American political process. Students will attend out of school events in the community from school board meetings to political rallies. This honors class represents the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibility of citizenship. This is a year-long course and does not count toward community service hours.

Global Studies

Grades: 11 – 12 5 Credits Year

Students will consider the challenges facing humankind in an increasingly interdependent and ever-changing world. Topics include the environment, political organizations, cultural patterns, and human relations. This course encourages students to actively participate in discovering solutions to problems that threaten human progress.

TECHNOLOGY DEPARTMENT

Our goal is to guide students toward discovering the excitement and promise of technology while preparing them to competently apply various technologies in their present and future lives. All of the courses are projects based, which encourage group and self motivated learning and feature three areas of interest:

- Design - create your own designs, websites & learn to use multimedia applications: for the artist, graphic and web designers
- Pre-Engineering - explore engineering and technical fields of study to solve design challenges. Learn to create machines and robots, use 3D modeling software to fabricate 3D objects on a makerbot, laser engraver and mill, and electronics.
- Computer Science – solve challenges using algorithms and learn to program computers from novice level friendly animations/games to the Advanced Placement Java based courses.

*Young women are extremely welcome in these classes since you are 50% of the users of technology (cell phones, computers, cars, social networking). The future of technology needs to hear more female voices since only 15 of Fortune 500 companies are run by female executives with technological expertise in the field. Bring your friends and take a technology class to make an impact on the future using your science, technology, engineering and math skills!

The curriculum is designed to strengthen students’ skills in design, team cooperation, decision-making, critical thinking, logical reasoning, troubleshooting, problem-solving, technical documentation, and independent learning. Students learn to break down complex problems into small manageable tasks. We encourage students to take risks and develop their creativity and innovation and learn resiliency in preparation for college.

In addition to developing measurable technical and problem solving skills and overall technical knowledge in a variety of areas, the curriculum integrates reading, listening, viewing, writing, and career exploration. Using hands-on activities, students gain a greater understanding and retention of material as they learn to create, build and articulate their solutions. Each program teaches students to think logically as they incorporate overall academic skills (e.g. Mathematics, Language Arts, History and Science) to solve open-ended, real-life design challenges.

PROJECT LEAD THE WAY – PRE-ENGINEERING COURSES

The Project Lead the Way (PLTW) program is a nationally recognized pre-engineering program, consisting of a series of courses designed to give students a sound foundation in engineering. As a nationally certified PLTW school, RHS students who pass the end of year PLTW national test and earn a passing grade of an A or B are eligible for 3 college credits from Rochester Institute of Technology.

The recommended Project Lead the Way course sequence: Introduction to Engineering Design (IED) is the required introductory course. While there is flexibility in the sequence, students are recommended to follow the suggested course sequence below. Alterations to the course sequence due to scheduling conflict or by permission of instructor are possible. Students should be enrolled or completed the Mathematics class.

	Technology PLTW	Mathematics	Science
Freshman	Introduction to Engineering Design (IED)	Geometry	Physics
Sophomore	Computer Integrated Manufacturing (CIM)	Algebra II	Chemistry
Sophomore	Principles of Engineering (POE) * strong math skills	PreCalculus Honors	Chemistry
Junior	Principles of Engineering (POE), Computer Integrated Manufacturing (CIM) or Digital Electronics (DE)	PreCalculus Honors	Biology
Senior	POE, CIM, DE or Independent Study	PreCalculus Honors	Elective

Note: Junior and Senior Advanced Math students may take Principles of Engineering (POE) or Digital Electronics (DE) without IED with the permission of the instructor. Sophomores with a strong math background may take POE.

Introduction to Engineering Design

Grade: 9-12 5 Credits Year

Co-requisite(s): *Geometry*

Learn how to solve complex problems and develop problem-solving skills using the Engineering Design Cycle. Study the design concepts of form and function, and use Autodesk Inventor to translate your conceptual design into 3D computer models. Students develop sketches, design computer models, understand how to use mass property calculations (such as volume and density) to evaluate their model, and learn the concepts of cost analysis, quality control and marketing for production. During the course, students develop a portfolio to display their designs with peers, instructors, and professionals.

Computer Integrated Manufacturing Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): *Introduction to Engineering Design or Teacher Approval–Teacher will notify Counselor*

Students learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and manufacture models of their designs. You will learn to use automation, control systems, sensing devices, computer programming and robotics. Students will design, fabricate, and test a product of their own design as a final project. This is a hands-on projects based course.

Principles of Engineering Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): *Introduction to Engineering Design or Teacher Approval–Teacher will notify Counselor*

Co-requisite: *Precalculus Honors*

In this dynamic hands-on course, students explore the field of engineering and engineering technology. Working in teams, students solve open-ended, real world challenges using all available resources. Exploring various technology systems and manufacturing processes, students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. Students consider the social and political consequences of technological change. Each project concludes with individual written documentation and a formal team presentation.

Digital Electronics Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): *Teacher Approval–Teacher will notify Counselor*

Prerequisite(s): *PreCalculus Honors*

This projects-based course is the study of electronic circuits that are used to process and control digital signals. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. The major focus of this course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

ELECTIVES

Multimedia

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *None*

Students learn how to create, edit, and manipulate audio and video files in this media-rich course. Students will use Windows Movie Maker, Audacity, Photo Shop, and Flash to create true multiple-media projects. Through trimming, clipping, and converting different files, students are able to create original films related to their interests and hobbies. Students practice public speaking, organization, leadership, and group collaboration as

they perform, build, and present their projects. Students will utilize these important life skills in their core classes and in preparation for college. This is a projects based foundation course open to all students.

Digital Design I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *None*

Digital Design combines photography, computer-aided drawing, and the graphic design process. Students learn how to use digital cameras, edit

photographs using Adobe Photoshop software, and create graphics and illustrations with Adobe Illustrator. Students learn to use Photoshop to create layers, make selections, incorporate color techniques, place and transform type in an image, use painting tools, create special effects with filters, adjust color, use clipping masks, paths, & shapes, and liquefy an image, retouch photographs and create photo packages. Students learn to use Illustrator to create simple graphics, icons, text, complex and multilayer illustrations which can be used within a page layout, a multimedia presentation, or on the Web. This is a projects based foundation course open to all students.

Digital Design II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Digital Design I

Students explore advanced design concepts using Adobe Photoshop and Adobe Illustrator techniques. Techniques include working with layers and layer styles, adjusting images, levels and curves, design with multiple images, retouching and enhancing images, advanced type, shape layers, and filters, investigating production tricks and techniques, creating special effects and working with blending modes. Students create a portfolio from a series of open-ended design projects.

Web Design I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Students learn web design principles, use 3 web languages and use Adobe Dreamweaver to make creative and user friendly websites. Students begin by learning how the Internet works and how web pages are uploaded onto the Internet. Students are introduced to Hypertext Markup Language (HMLT), Cascading Style Sheets (CSS), and JavaScript. Students also learn how to use Photoshop to create web graphics, including rollover graphics. Web elements such as buttons, divs, tables, links, rollovers and animations are incorporated into the web pages coded with created HTML and styled with CSS. This is a project-based foundation course.

Web Design II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Web Design I

Students delve more deeply with HTML5 and CSS3 by focusing on responsive design across multiple browsers and devices. Topics include creating templates, external style sheets, CSS positioning, drop down menus and scaling. Students use Adobe Dream Weaver and Adobe Photoshop. Students create a web design portfolio from a series of open-ended design projects.

Computer Animation

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

Do you have a vision to bring 3D film effects to the big screen? How about generating realistic characters in a top-selling game? This project-based course introduces the creation of three-dimensional objects and animations using Autodesk 3DS Max. The course covers the necessary skills to become proficient in working with three-dimensional objects and animation and builds on prior two-dimensional concepts. Course topics include: building and modifying objects, modeling, materials and maps, camera and lighting, animation, rendering, Character Animation Toolkit and kinematics, particle systems, and special effects.

Robotics Engineering I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This is a fun hands-on class where students work in teams to solve game type challenges using LEGO robotics and NXT Mindstorms programming. Teams build their robots in stages to solve increasingly difficult challenges. Students develop strategies, problem-solving, build and programming, teamwork and presentation skills as they work on open-ended design challenges. Topics include gears, torque, mechanical systems, programming with sensors, and technical documentation.

Robotics Engineering II* Honors

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *Robotics Engineering I or Teacher Approval–Teacher will notify Counselor*

This is a continuation of the Robotics I class.

Students work independently and in teams to solve complex autonomous design challenges and games using sensors, LEGO robotics and NXT

Mindstorms programming. Students hone problem-solving techniques, teamwork, presentation, and programming skills as they work on their open-ended design solutions. Topics include programming with sensors, data logging, remote control, algorithms and technical documentation.

Digital Fabrication*

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): *Digital Design I or Animation or Intro to Engineering Design or Teacher Approval–Teacher will notify Counselor*

Artistic and Design students independently create 2D and 3D models using Adobe Illustrator, Autodesk Inventor or Google Sketch Up to fabricate their art designs, which may include jewelry, mobiles, signs, plaques, custom boxes and 3 dimensional objects. You will learn to use the laser engraver, 3D plastic printer and mill to take your projects from the PC screen and watch it become a tangible item.

Introduction to Computer Science I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *None*

Learn how to create computer animations, simple video games, or a video to share on the web using Alice, a friendly three-dimensional object oriented programming environment. Students drag and drop graphic tiles to create a program to control objects in their virtual world. Immediately, students see how their animation programs run and easily understand the relationship between the

programming statements and the behavior of the objects. This is a fun introduction to object oriented programming concepts and develops logic and reasoning skills. This is a projects based course where students create movies and games.

Introduction to Computer Science II Honors

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): *Intro to Computer Science I or Teacher approval–Teacher will notify Counselor*

Co-requisite(s): *Algebra II Honors*

Using Visual Basic or Processing, students explore the world of computer programming in more depth with practical applications. The emphasis of this course is on understanding and applying a computer programming language using an editor to create a wide range of applications. Topics covered include variables, control statements, sub and function procedures, manipulating strings, repetition, arrays, structural and sequential access files, classes and objects. This is a projects based course with open-ended design challenges.

AP Computer Science

Grade: 11-12 5 Credits Year

Prerequisite(s): *Intro to Computer Science II or Teacher approval–Teacher will notify Counselor*

Co-requisite(s): *PreCalculus Honors*

Students use Java to learn object oriented programming concepts and skills in this introductory college level computer course. Logic and reasoning skills are sharpened as they design and code applications. Programming methodology, algorithms and data structures are incorporated in this one year course which prepares students for the Advanced Placement Computer Science A examination.

WORLD LANGUAGE DEPARTMENT

Robbinsville High School offers French, Spanish, Italian and Chinese. Listening, speaking, reading, writing, and culture are integral parts of each course.

A language level is not specific to a grade. For example: Level 1 classes can include students from different grade levels who are beginning language study or are beginning the study of a second or third world language. All Level 4 and Level 5 World Language classes are Honors level classes and should be considered a preparatory class for Advanced Placement level course work. All students may be eligible to enroll in AP World Language courses contingent upon completion of prerequisite requirements. All criteria for placement into an Honors level course apply. Students not meeting the prerequisite requirements must turn in an appeal form and must also complete a review summer packet which covers that requisite material for the course they are trying to appeal. That packet must be submitted to the Guidance Office for grading by the last week of August. A score of 90% or better must be achieved for admission into the course.

French I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

French I is an introduction to the four skills of language acquisition, listening, speaking, reading, and writing, all within the context of the contemporary French speaking world and its various cultures. The vocabulary is current and grammar is introduced in the context of meaningful, authentic language. Students are encouraged to communicate in the target language. Contemporary cultural readings and engaging activities also provide students with an appreciation for French culture. French I is designed for students with no or limited exposure to the language.

French II

Grade: 9-12 5 Credits Year

Prerequisite(s): French I

French II expands to more complex language constructions, with an emphasis on communicative skills. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their speaking, reading, writing, and listening skills. Contemporary cultural readings and engaging interactive activities provide students with an appreciation for the French-speaking world and its diversified cultures. Varied practice opportunities, CD ROMs, and the use of the internet will engage students in a variety of innovative and creative approaches.

French III

Grade: 10-12 5 Credits Year

Prerequisite(s): French II

Expanded use is made of the language patterns already mastered. This level also provides a review and intensification of French grammar with continued attention being given to active engagement such as conversations in the target language prompted by the reading of current authentic text. Writing is more extensive with a focus on creative expression and accurate use of grammar in context. Students at this level generally begin to function independently in the world language. Students will be expected to speak in French only during class time.

French IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in French III

French IV expands to include more complex and sophisticated constructions, with more of an emphasis on communicative skills. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their writing and listening skills. Students will be expected to speak in French only during class time.

Advanced Placement French

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in French IV Honors

This course is a comprehensive review of all previous knowledge pertaining to the French language. This class builds upon the skills developed within introductory and intermediate French classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken French. Students concentrate on developing proficiency in such skills specifically in preparation for the AP French Language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency. Students will be expected to speak only in French during class time.

Italian I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

The introductory level develops the four skills of listening, speaking, reading, and writing in the target language using basic grammar, vocabulary, and colloquial expressions. Classroom activities include oral dialogues, script writing, skit presentations, hands-on authentic cooking experiences, contemporary music and articles, world language games, individual and cooperative projects, and the use of multimedia. Students will have an opportunity to gain a new understanding of the geography and culture of Italy throughout the world.

Italian II

Grade: 9-12 5 Credits Year

Prerequisite(s): Italian I

In the second year of language study, the students continue to expand the four proficiency skills: reading, writing, speaking, and listening. Activities for level II curriculum include: everyday conversations, aspects of contemporary life, contemporary music, hands-on authentic food experiences, authentic articles and geography, Italian film and ads, world language games, individual and cooperative projects, and the

continued use of multimedia. Off-site trips are offered to enrich the study and appreciation of Italian history and culture.

Italian III

Grade: 10-12 5 Credits Year

Prerequisite(s): Italian II

In the first two levels of language study, the student becomes familiar with basic vocabulary, a number of fundamental grammatical structures, and cultural concepts. Level III offers the opportunity to re-visit the topics covered in Italian I, with a deeper exploration of the themes. Continued emphasis is placed on the development of reading, writing, listening and speaking. Using skills previously learned, students are better able to express their ideas and communication in the target language with fluency and proficiency. Off-site trips are offered to enrich the study and appreciation of Italian history and culture.

Italian IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Italian III

This course continues to develop proficiency in Italian for active spoken and written communication. Themes presented in Italian II are re-visited for deeper exploration, using more advanced grammatical concepts and additional and meaningful vocabulary. Students will have opportunities to go off-site and interact in the target language. Off-site trips and other activities are offered to enrich the study and appreciation of Italian history and culture.

Italian V Honors

Grade: 12 5 Credits Year

Prerequisite(s): A- or better in Italian IV Honors

This course will allow students to refine and master their previous knowledge of the Italian language. It will prepare them to perform at a higher level on college-level placement exams in Italian. Students will gain a deeper understanding of Italian culture, explore Italy's past, present, and future. Spoken and written communication is stressed for accuracy and fluency. Students will have opportunities to go off-site and interact in the target language. Off-site trips and other activities are offered to enrich the study and appreciation of Italian history and culture.

Spanish I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

The course offers the student the opportunity to learn the basic skills necessary to communicate in the Spanish language. The student will also be introduced to the geography and culture of Spanish-speaking countries. This will be accomplished through a series of explanations, oral and written exercises, readings, dialogues, tapes, and videos. The student will be expected to maintain a notebook, actively participate in class activities, and prepare for class activities by means of out-of-class study assignments and written exercises.

Progress will be measured on a continuous basis through class participation, the completion and accuracy of out-of-class assignments and periodic testing. Upon successful completion of this course, the student should have mastered the basic skills necessary to continue the study of the Spanish language, which will increase his/her ability to communicate in Spanish.

Spanish II

Grade: 9-12 5 Credits Year

Prerequisite(s): Spanish I or referral

Spanish II offers the student the opportunity to further his/her knowledge of the basic skills needed to speak, read, write, and understand the Spanish language. The student will also continue the study of geography and culture. Knowledge will be acquired through readings in Spanish, class discussions, homework, and taped and written exercises. The student will be expected to participate in class and to prepare for class activities through homework, class work, and written exercises. Questions, directions, responses, and classroom activities will be conducted predominantly in Spanish. Progress will be measured on a continuous basis, through class participation, the completion and accuracy of class assignments, and periodic testing. Upon successful completion of the course, the student should have mastered the skills needed to continue the study of the Spanish language (i.e. to read, write, speak, and listen in Spanish).

Spanish III

Grade: 10-12 5 Credits Year

Prerequisite(s): Spanish II

In Spanish III students will learn the skills necessary to communicate at an intermediate level. Expanded use is made of the language patterns already mastered. This level also provides a review and intensification of Spanish grammar with continued attention being given to active control of listening, reading, writing and speaking. Students at this level generally begin to function independently in the world language.

Spanish IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Spanish III

This course is designed to develop proficiency in Spanish for active communication. It stresses oral skills, composition, and grammar. Students will increase comprehension and begin to explore Spanish literature. Instruction is through immersion and students are expected to speak only in Spanish during class time.

Advanced Placement Spanish

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Spanish IV Honors

This course is a comprehensive review of all previous knowledge pertaining to the Spanish language. This class builds upon the skills developed within introductory and intermediate Spanish classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken Spanish. Students concentrate on developing proficiency in such skills specifically in preparation for the AP Spanish Language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency. Instruction is through immersion and students will be expected to speak only in Spanish during class time.

Chinese I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

Chinese I is a beginner's level course that teaches basic skills; reading, listening, speaking and writing Mandarin Chinese. Emphasis will be placed on the tonal system and proper pronunciation of sounds. Basic grammar, vocabulary, expression, and basic sentence structure will also be taught. Class activities will consist of oral dialogues, small group activities, skit presentations, individual and cooperative projects, videos and tapes. The students will gain an understanding of the history, geography and culture of China and other Chinese speaking countries.

Chinese II

Grade: 10-12 5 Credits Year

Prerequisite(s): Chinese I

This course enables further development of the four proficiency skills: reading, writing, speaking, and listening with an emphasis on grammatical structures. By building upon skills learned in Chinese I, the students will expand their vocabulary and sentence patterns enabling them to carry on every day conversations. Continued exploration into the study of Chinese culture, history, and geography will foster deeper understanding of its language. Students will engage in meaningful conversation by using varied activities, authentic contexts, multimedia, foreign films, CD-ROM, cultural activities and computer applications.

Chinese III

Grade: 11-12 5 Credits Year

Prerequisite(s): Chinese II

This course is a continuation of Chinese II with a review of grammar and further development of listening, speaking, reading and writing skills in practical situations. The course will further emphasize Chinese pronunciation, the Pinyin Romanization system, the Chinese character writing system, and sentence composition. Students will engage in meaningful conversations by using varied in-class activities. Authentic contexts, multimedia, foreign films, CD-ROM, cultural activities and computer applications will also be used throughout the class to enhance the student's learning experience.

Chinese IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Chinese III

Chinese IV offers continuing instruction in listening, speaking, reading and writing, with particular emphasis on consolidating basic conversational skills and improving reading confidence and depth. Upon completion of this course, students should be able to speak, in Chinese, with some fluency in basic conversational topics, they should be able to read texts composed of characters introduced in the textbook in simplified characters, and they should be able to write short compositions using these characters. Classes are made up of lecture sessions, drill practice, discussions, reading comprehension practice, listening comprehension practice, situational dialogue practice, and language games. This class will be instructed as a total immersion class and will be conducted in Mandarin.

ADDITIONAL ACADEMIC PROGRAMS

RHS offers educational programs designed to extend the learning opportunities beyond courses in the standard curriculum. The programs described in this section offer students the change to participate in dual enrollment program at Mercer County Community College and Princeton University courses.

DUAL ENROLLMENT PROGRAM AT MERCER COUNTY COMMUNITY COLLEGE

Grades: 11 – 12

Pre-requisites: See Below

The Dual Enrollment Agreement between Robbinsville High School and Mercer County Community College was approved for the fall 2015 semester. Robbinsville High School junior and senior students can become eligible based upon an application and interview admission procedure. Accepted students can complete approved college-level classes at Mercer County Community College and receive both high school and college credits for satisfactory course completion.

The following college level courses have been approved for the Fall 2015 semester:

TV Production/Communications

Fall 2015 Course Offerings

- **Digital Photography PHO 203:** Digital still photography including scanning, color matching, editing, retouching and printing using archival workflow practices. Students present their work in group critique.
- **Introduction to TV Production CMN 141:** Basic theory and operation of TV production equipment including camera, switcher, character generator, prompter, audio console, and lighting. Following study of studio procedure, students plan, produce, write, and direct several short video productions.

Spring 2016 Course Offerings

- **Intermediate to TV Production CMN142:** Production of programming with complete formats such as news, interview, music, drama, and fashion. Students plan, produce, write, and direct 15-minute interview/demonstration programs.
- **Screenwriting CMN144:** Aimed at the conception, planning, and writing of screenplays. Through a series of writing exercises, scenes, short scripts and treatments, the student is expected to complete a 20-page short film script. The basic of character development, narrative, structure, texture, genre, and the ability to visualize in writing are explored.

Criminal Justice

Fall 2015 Course Offerings

- **Introduction to Criminal Justice System CRJ101:** Overview of the systems of criminal justice in the United States, including a survey of the agencies for the administration of justice and the relationships among them.
- **Introduction to Sociology SOC101:** An introduction to the sociological analysis of society and culture, including the origin and design of political, economic, and social institutions such as religion, the family, class and caste, education, values, norms, roles, and sociocultural change. Students learn to analyze, evaluate, and critique social structures.

Spring 2016 Course Offerings

- **Introduction to Corrections CRJ 103:** Study the relationship between the correction officer and the prisoner including the history of corrections, the rights of the confined, parole and work release, and the philosophies of rehabilitation and punishment.
- **Introduction to Psychology PSY 101:** The scientific study of human nature- facts, principles, and theories concerning the mental, emotional, neurological, and social dimensions of human experience. Topics include consciousness, learning, thinking, memory, brain structure and function, motivation and emotion, development, personality, mental illness and its treatment, relationships, and social influence.

The Robbinsville School District will pay Mercer County Community College for the cost of the tuition per student and will provide bus transportation to and from Mercer County Community College's campus.

Robbinsville High School students/families are responsible for the book fees associated to each class. Students enrolled in the dual enrollment program will leave Robbinsville High School at approximately 11:55am and will return to Robbinsville High School by 2:05pm.

Application materials and information packets are located in the Guidance Department. Applications are due to the Guidance Department on May 20, 2016.

Princeton University

Princeton University Course

Grades: 11 – 12

Prerequisites: See below

High school students may apply for courses in mathematics, biology, physics, chemistry, foreign languages, computer science and music (when special talent can be demonstrated) if they meet all of the following requirements:

Note: Princeton University has clarified their stance on District procedures which allow students to take outside course work. Princeton University provides RHS students with the opportunity to take their courses as a courtesy. The intent is to offer courses to a limited number of exceptional students who meet their criteria and follow the application procedures.

The student must have completed all the courses that RHS has to offer in the subject they are applying to take at Princeton. Princeton University has made it clear that they will not allow our students to circumvent that rule by taking outside course work. Therefore, Princeton University will not accept an RHS student who has accelerated past the last course in the RHS curricular sequence by taking an outside course work.

Students may not contact Princeton University directly. Information and applications are coordinated through the RHS Guidance Department and approved by the Lead School Counselor. Applications outlining specific requirements for inclusion in the program as established by Princeton University are available in the Guidance Department for fall courses in April and for spring courses in November. Eligibility for a Princeton University course does not guarantee that the course will be scheduled at a time by the University that will allow a student to take this course. The University does not issue transcripts to high school students. RHS award high school credits for these courses. Grades are not calculated into the student's grade point average. It is a non-refundable application fee of \$50.00.